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Certificated Teachers and Paraprofessionals

A Statement of Issues
In Alberta
and Proposals for
Policy Development



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CERTIFICATED TEACHERS AND PARAPROFESSIONALS

*A Statement of Issues in Alberta
and Proposals for Policy Development*



Prepared for
The Department of Education
Government of Alberta

by
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High School Inspector
April, 1973



LAST THINGS FIRST

Solutions to problems
are easy to find:
the problem's a great
contribution.

What is truly an art
is to wring from your mind
a problem to fit
a solution.

- from Grooks 3 by Piet Hein,
Toronto: General Publishing
Company Limited, 1970.

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Executive Summary

This report has been prepared following extensive review of existing literature, selective visits to school systems and offices, interviews with knowledgeable representatives of interested parties, and correspondence with officials in other provinces and territories.

The first part of the report consists of a scenario which attempts to portray differences in access to educational service that may accompany extended use of auxiliary personnel. It is followed by an attempt to identify characteristics of teachers and teaching, and a review of developments to date in the educational environment affecting Alberta.

The intermediate sections deal with some of the identifiable needs, positions of the ATA and ASTA, and a review of legislation in other Canadian provinces and territories. A brief section deals with formal preparation programs.

The final section reviews four alternatives:

- (1) to withdraw to pre-paraprofessional status;
- (2) to endure the status quo;
- (3) to ratify Instructional Aides and permit appropriate subsequent developments; and
- (4) to eliminate references to teachers and teaching thereby permitting school systems complete freedom

in establishing staffing patterns of certificated and auxiliary personnel.

The first alternative is objectionable on the basis that precedents of utilization of aides firmly establish their desirability and (subjectively at least) confirm the effectiveness of their use. The trends of allocating appropriate duties to competent auxiliaries are consistent with developments in other professional service fields.

The second alternative leaves members of the educational system -- government, trustees, school administrators, teachers, and instructional aides, vulnerable to the uncertainties of interpretation of existing legislation and to the risk of distortion and misapplication. The issue requires clarification and adoption of at least an interim policy statement by government.

The fourth alternative would withdraw from government its appropriate role in expressing, on behalf of the public, legitimate minimum standards of competence of instructional personnel and quality of services which such personnel may offer.

The third alternative is preferred and recommended.

The policy supports continuation of those practices which presently prove desirable. It also allocates decisions of personnel employment and allocation to the responsible school boards while providing for appropriate and necessary involvement of school principals in the matters of quality

and nature of services being offered by the school. It provides for participation of classroom teachers in decisions of the nature of duties which may appropriately be allocated to instructional aides.

In acceptance of the principle that the Minister must assume some responsibility in monitoring and regulating the quality of persons who are in instructional contact with children, the alternative includes a recommendation for the establishment of a registry of both the nature of duties allocated to instructional aides and the names of specific persons utilized for such duties.

Acknowledgements. Appreciation must be expressed to a number of individuals for their willingness to explore the issues and to express perceptions in a frank and candid manner. Among these are Dr. M. Jampolsky, Dr. M. T. Sillito, and Mr. W. I. Miller of the ATA; Dr. L. Williams of the ASTA; Dr. M. Horowitz of the Faculty of Education, University of Alberta; Superintendents of Schools, H. Jepson, F. M. Riddle, R. L. Shields; Dr. R. Lowery and staff of Bishop Carroll High School; Mr. L. Fleisher of the Edmonton Public School Board administrative staff; Mr. W. H. Kaasa and staff members of the Department of Culture, Youth, and Recreation; and Mrs. E. Hnytka and executive members of the AFHSA and a number of other reactors to draft statements. Further appreciation is acknowledged to members of the Department of Education in forcing the clarification of many of the concepts. Thanks is

extended to respondents from education departments in all Canadian provinces and territories, and particularly to school and other officials in British Columbia for opportunities to explore issues.

A Scenario

Bobby Smith had a good idea of what would be happening to him in school today. He, together with twenty-three others who were within one year of his age met together in their classroom with Ms. Jones each day.

Bobby was a little concerned. He had taken home his report card the previous day. His father was not altogether pleased with the "C" standing in mathematics, and wondered why the teacher could not provide enough drill for Bobby to master his basic facts. Sending the work as homework didn't seem to help much either because Bobby just didn't have the opportunity for special study, and besides, neither his Mom or Dad knew much about the commutative or associative principles of modern math anyway. Bobby was below average in his reading as well. How much better would it be if he had a chance to talk about his answers to the questions listed for reading appreciation. But, of the twenty-four kids in his class, the same six or seven seemed to have their answers ready most easily. And just about the time Bobby wanted to explore some of the answers that had been given, the period was over. He guessed that he'd have to settle for giving an answer three or four times each month.

Bobby felt a little better about his basketball playing. He knew that practice was improving his skill in throwing penalty shots. If only he could figure out what was wrong with his timing on the backhand shot. It kept rebounding from the backboard. He had a feeling that the coordination on his jumps was just off a bit. If only he could see himself to spot that point! Maybe one of his team-mates could help him the next time they could schedule the gym for after-school use.

His music was fairly good too. It was getting so that the teacher didn't even hear the sour note that refused to disappear in that tricky little bar he had to play. Maybe he could even learn to skip a couple of notes so it would be noticed even less. There seemed to be little hope to get another flutist to help him with the fingering, and it seemed so awkward to get the right sequence, even when he practiced it slowly.

"Oh well," Bobby thought. "I guess I'm doing about average. Anyway, all the other kids seem to have their own little failings as well." Jimmy was behind three weeks for the time he spent in hospital after he broke his leg while skiing. And then Sally was even further behind. She had missed three months of school while she had rheumatic fever. There was no way that she could possibly catch up.

Bobby knew that with these other situations, his teacher would have little special time to spend with him.

That was pretty well what his parents and Ms. Jones had agreed to during the last parent-teacher interview. Anyway, the interviews were only for fifteen minutes and there wasn't time to get into all the alternatives.

- - -

Susan Baxter had just received a report card similar to that of Bobby Jones, but Susan felt a little more confident about the future. Susan's teacher, Ms. Brown had only a fifteen minute interview scheduled with Susan's parents, but Mr. Williams, the community consultant, would follow that with a two hour meeting later than evening, and would likely have a number of follow-up meetings as well. The position of Mr. Williams was a new one in their school. Although not a regular teacher, Mr. Williams was familiar with the community and the living patterns of the families. He knew that Susan's parents would appreciate help in setting up special learning periods for Susan.

As well, Mr. Williams would be in a position to call on Tim Green for help in tutoring Susan's math. Tim was a university student in engineering, and was working part-time as a tutor. Susan's teacher, Ms. Brown had welcomed the help Tim had given to another of her students earlier that year, and had already cleared Susan as one of the next students to get priority tutoring.

Susan had a reading volunteer working with her twice a week now. While most of the students in the regular class were taking library periods, Susan and two others were going through their vocabulary development and comprehension skill builder set. Ms. Brown worked with them about every fourth such period, but the volunteers helped them the rest of the time.

Susan's swimming instructor was helpful during the physical education period. The regular teacher, Mr. Gray, had no way of checking on all the styles during the standard periods and had instructors to help him. Each of the instructors had achieved Red Cross bronze medallion standards although none were certificated as teachers.

Susan was happy about her trumpet practice also. Her music teacher, Mr. Gillicuddy, was having five members of the city symphony orchestra come to school for one hour each week for six weeks just to help the band members play their instruments better.

Susan thought that by the time her baby brother was in junior high school, the school might have the culture analysts, media specialists, curriculum input specialists, biochemical - therapist - pharmacists, child development specialists, and community - contact personnel that the staff were talking about employing (see Appendix A). Susan felt comfortable. She knew that she was not much more than an average student, but she was getting all the

help that was possible in the best mix of professional teaching, instructional assistants, and volunteer aides that the community school could provide. And she knew, as well, that her teacher, Ms. Brown had time to meet with all the adults and helpers to make sure that Susan's progress was the best that it could be.

Teachers and Teaching

Statements relating to the professional competence of teachers, and the critical difference between the behavior of teachers and other adults or children and pupils in a learning situation have not been particularly definitive. One of the purposes of this section is to review some of the viewpoints.

Although common dictionary definitions of "teacher" have been referred to in suggesting strategies to be adopted on the issue of teaching auxiliaries and paraprofessionals (Jampolsky, 1973), the definitions do not provide a sufficient basis for exclusion of parents, neighbors, recreation and social workers or the diverse variety of persons from whom children do learn. Webster's Dictionary has defined a teacher as "one who teaches or instructs; an instructor; a preceptor; a tutor; one whose occupation is to instruct others." The following have been listed as synonyms: instructor, schoolmaster, preceptor, tutor, professor, pedagogue, educationist, educator, school mistress. The inadequacy of the dictionary definitions for the consideration of current issues may be readily apparent. Hypothetically, at least, all persons with whom the child has contact may qualify for at least some of the characteristics of "teacher."

If the prerequisite of a lengthy period of prescribed study is acceptable as a basis for differentiating between a teacher and other persons, it may follow that such certificated persons teach, and that as a consequence, the behavior of non-certificated persons cannot be construed as teaching.

Neither do statutory references to teacher and teaching provide much clarification. When the term is examined in the context of Alberta statutes, some additional precision can be established. Under regulations (A. R. 265/70, 339/70) prescribed by the Minister under authority vested in him by the Department of Education Act (Section 7 (b)), a "teacher" is a person who holds a valid certificate granted by the Minister. Other than indicating the grade level of teaching privileges, there is little in the regulations to indicate any unique areas of competence that a certificated teacher is deemed to possess and is therefore qualified to practice. Only such persons may be employed as "teachers" by school boards (The School Act, Section 73). Any persons without such certificates who "teach" may be found guilty of an offence under Section 168, The School Act, and are not entitled to recover remuneration through action of a court of law.

The School Act also provides for the employment of "competent persons to give instruction in French or any other language to all pupils whose parents have signified a willingness to receive it" (Section 150(3)). "Competent" has been

interpreted by some authorities to include persons who do not possess a valid Alberta teaching certificate but are otherwise knowledgeable.

The identification of "teacher" is reaffirmed by The Teaching Profession Act, Section 2(j) which requires teachers employed by school boards (except when employed as superintendents or chief deputy superintendents) to be active members of the Alberta Teachers' Association.

The identification above is somewhat distorted by The Teachers' Retirement Fund Act which defines teachers as those persons in possession of a valid certificate, and includes superintendents and other administrative and supervisory personnel having jurisdiction over teaching or school curriculum for whom the conditions of employment require possession of a certificate. However, it excludes persons who may hold a certificate and are employed in a position for which the employing board does not require such a certificate.

In summary, the legal definition of teacher appears to be a person who possesses a valid certificate issued by the Minister, and appears relevant only when that person is an employee of a school board in a position for which the employing board requires such a certificate. There is no indication of constraints on any non-certificated persons to prevent designation as a teacher outside of school board employment, to offer teaching services to employers other than school boards, nor to engage in private practice. Neither do there

appear to be any constraints to prevent a board from employing instructional aides or assistants, providing that the aides do not "teach".

Another basis of attempting to identify a perspective of teaching may be to analyze what teachers consider important (or unimportant) in their preservice preparation programs. One study indicates "subject" content and methodology ranking high, both in terms of courses taken and preferred additional courses (Reiger and Woods, 1971). It may be inferred that teaching requires knowledge appreciably beyond that which the pupil anticipates learning. The supporting reasons given by the teachers for emphasis on content were that the courses were practical -- applicable to teaching; and that they provided background (Reiger, 1971: 3). The specific selection of courses was based on needs for background knowledge. The selection of a 4 - 5 year time requirement for preservice preparation listed "...time to acquire background knowledge in a subject area ... to learn content..." as a primary justification (p. 5). The first recommended improvement was to provide more time for practice teaching and provision of classroom experience, possibly through an internship program. Initial certification requirements in Alberta have recently been modified to include such an extended practicum. Additional recommendations suggested more selectivity in the quality of professors of education and in the screening of students for continuation of training programs.

Such a rationale readily leads to the inference that teachers perceive their primary roles as disseminators of information with the pupil as a receiver, presumably consisting mostly of one-way communications from omniscient teacher to grouped pupil. However, it is likely that most teachers perceive more extensive roles. The question that remains is, "How much information transfer behavior can be delegated to instructional aides and still leave the teacher well-informed about pupil progress?"

The perceived goals of teacher education provide a second viewpoint of the critical components of teaching (Coutts and Clarke, 1972). Using a modified Delphi technique, the respondents concluded that the most important immediate goals were to prepare teachers who could:

- (1) *foster student ability to inquire, analyze, and generalize;*
- (2) *view individual pupils as unique learners and provide for the individual differences;*
- (3) *facilitate learning with consideration of all aspects of child growth and development; and*
- (4) *exercise skill in human relations (pp. 10 - 11).*

In contrast, the goal that "Teacher education should prepare teachers who first and foremost impart knowledge" was the only one of thirty-six to fall into the combined category of "easy, undesirable, and never likely to be accepted as a reasonable goal of teacher education" (p. 13). It was ranked least in importance of the thirty-six identified goals (but is still of some importance).

The likely conclusion from the two studies is that appreciable differences exist between the purposes and functions of teachers perceived by leaders of the educational establishment and those perceived by teachers who have recently entered service.

The Alberta Teachers' Association (ATA) has recently published a monograph on the rights and duties of teachers, outlining some general statements (Keeler and Doherty, May, 1972).

Teaching duties are described as "all those professional tasks encountered by teachers in the course of their activities concerned with the instruction of pupils" -- conducting classes, presenting lessons, requisitioning audiovisual and other materials and equipment, evaluation of student progress, and maintenance of appropriate classroom order (p. 13). The statement includes legally required general supervision, assistance with extra - and co-curricular programs, cooperation with other teachers, and enthusiasm in staff team projects as duties (p. 13).

The statement lists preparation, presentation, and evaluation as specific classroom functions. Supervision (in loco parentis), recording and reporting, attendance at staff meetings, and contribution of time and effort to co-curricular activities are specified as staff functions. Proper handling of school funds and compliance with procedures for purchases of materials are listed as financial responsibilities,

especially for principals. A section on hours of work states that five and one half hours of instruction a day is "not only excessive but is nearly impossible to carry out enthusiastically and efficiently" (p. 21), suggesting the need for employment of a greater number of personnel.

A separate chapter deals with the enforcement of rules by teachers, suspension of students and the use of force in discipline.

The chapter on evaluation identifies the teacher as being in the "better position... to make the necessary decisions concerning the promotion of students ..." while acknowledging responsibilities of principals and superintendents (p. 27).

The monograph, however, does not acknowledge the existence of paraprofessionals. Nor does it define any positions subordinate to that of the teacher or suggest strategies for assistance or relief.

As may be evident from the preceding discussion, and as acknowledged by representatives of the practitioners, precise definitions of the complex professional competence of certificated teachers are not readily available. Neither is it likely that general agreement on proposed definitions or descriptions may be easily reached.

However, because some departure points are necessary, for analytical and discussion purposes at least, the

following are proposed:

Teacher - A Teacher is defined as a person in possession of a valid Alberta teaching certificate issued by the Minister of Education under the Department of Education Act. The teacher is deemed to possess unique competence in (a) the diagnosis of educational needs and deficiencies of prospective learners; (b) the design and prescription of programs of study intended to meet the needs and alleviate the deficiencies; and (c) the subjective interpretation of measurements for formative and summative evaluation of achievement and competence of the learner. The teacher is also deemed to be responsible for the appropriate implementation of programs designed and prescribed for the public school systems and responsible for selection of appropriate measurement instruments, and for the foreseeable future, will likely perform most of the elementary tasks personally. However, this description does not reserve the performance of tasks of program implementation and measurement exclusively to teachers. Many of the implementation and measurement tasks as identified and allocated by teachers may be appropriately performed by instructional aides.

Instructional Aide - For this paper, an Instructional Aide (IA) is defined as a person selected to assist with the implementation of programs designed and prescribed by teachers, including the application but not interpretation or evaluation of achievement measures. The elementary tasks may include ongoing day to day interaction with students in

classrooms and other learning centers, following the strategies, tactics, and materials which have been prescribed by teachers, but with some discretionary exercise of judgement with respect to appropriate points and sequences for intervention. A more extensive listing appears in Alternative No. 3, page 56. The term "Instructional Aide" is intended here as synonymous with teaching aide, tutor, teacher associate, instructional assistant (as at Bishop Carroll High School of the Model Schools Project), and teacher trainee. In addition to the duties previously suggested, it is likely that many aides would find it necessary to perform some of the tasks of school aides.

School Aide - For this paper, a School Aide (SA) is described as a person who performs tasks under the direction of a Teacher (including the Principal) or an Instructional Aide, but in which the tasks generally exclude direct person-student learning interactions. That is, the tasks generally would involve the handling of equipment, and delivery of messages, and non-learning interaction with students. Common terms are teacher aides, library aides, audio-visual media assistants, lab assistants, clerical, and stenographic aides.

Community Aides - Community Aides (CA) are identified as those persons who possess acknowledged professional qualifications in domains other than teaching, and who have been utilized as resource persons to assist with classroom instruction. Examples are guest speakers and lecturers, musicians

and other artists, medical personnel, and physical activity specialists. Utilization is established and appears to be continuing without controversy.

Others - There appears to be little need to identify janitors, tradesmen, bus drivers, business administrators, and other non-teacher-certificated personnel who are regularly employed by school boards and whose duties are not intended to encompass student - learning interactions.

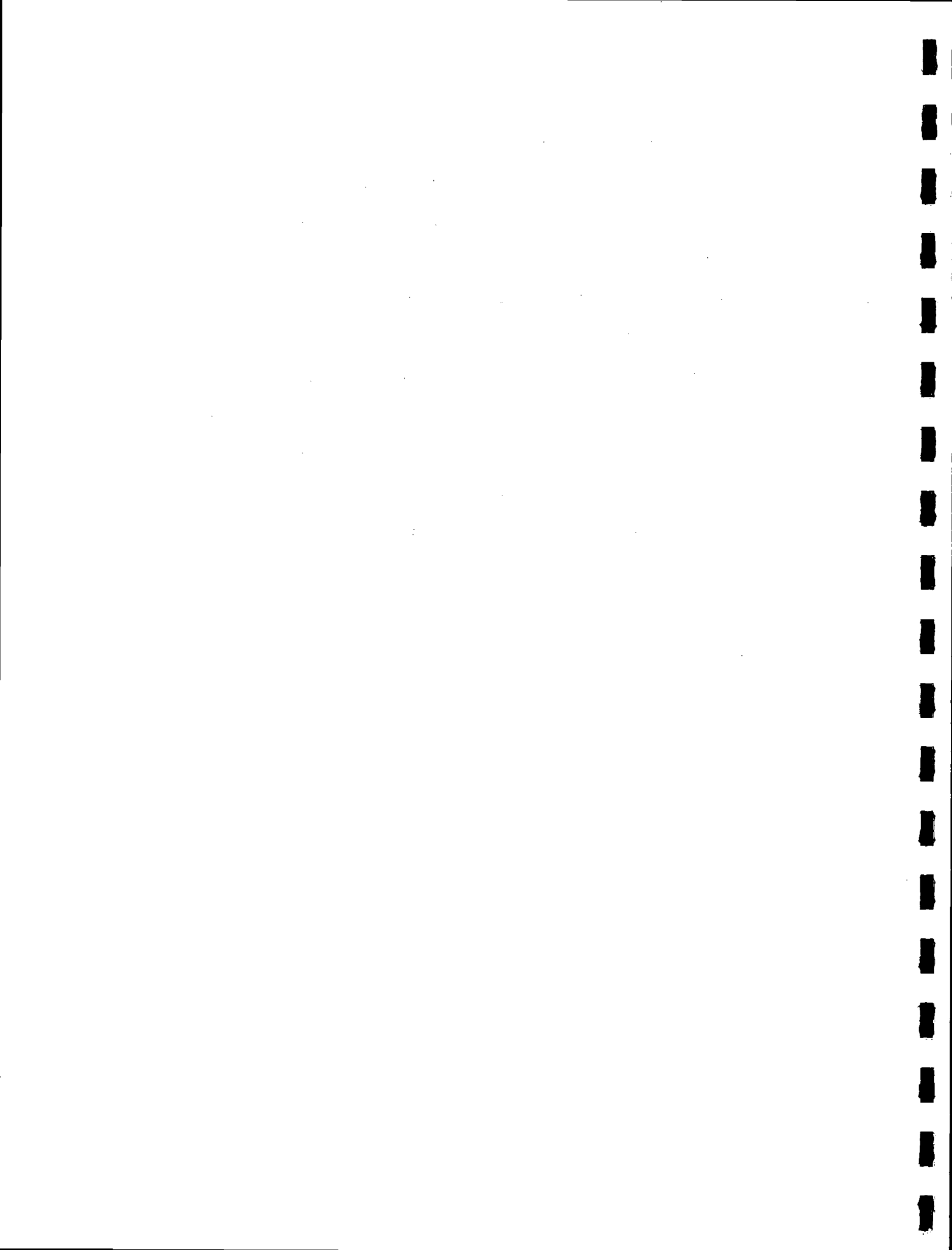
In the self-contained classroom which has been an exclusive domain of the teacher in conventional school organization, the teacher has generally performed all the tasks associated with teachers, instructional aides, school aides, community aides, and occasionally has performed some of the tasks of others as well.

The employment of school aides for clerical and secretarial assistance is common and accepted practice. Community aides have been utilized sporadically as clinical resource personnel in topical areas in which the teacher was not adequately knowledgeable, or in which a need existed to make use of persons with status different from teachers. Teachers who exploit such resources are generally acclaimed by evaluators of teaching performance.

Instructional aides appear to have been used in vocational technology areas when there was an insufficient number of certificated teachers with appropriate specialities. In

by evaluators of teaching performance.

Instructional aides appear to have been used in vocational technology areas when there was an insufficient number of certificated teachers with appropriate specialities. In some cases the aides have been highly qualified musicians or performing artists. During times of extreme shortage of certificated staff, "correspondence supervisors" performed roles very similar to that of instructional aides. At the present time, the intensive use of instructional aides appears to occur only in schools exploring differentiated staffing patterns such as Calgary's Bishop Carroll High School.



A Contextual Review

The classroom utilization of non-certificated instructors in public schools of Alberta does not seem to have resulted in displacement of teachers to the present time. Nor is there any indication of a major shift in staffing patterns resulting in noticeable changes in general teacher employment opportunities. A survey of staffing ratios has been undertaken but will not be completed in time for inclusion of the findings in this report.

The only identifiable shift from teacher-certificated staff to non-certificated staff over the past few years has appeared in library services. To the present time, nearly ninety teacher-librarians have been replaced by library technicians and clerks.

The shift has been attributed partly to the deletion of special librarian grants from the provincial funding formula. A second factor has been the evaluation that some teacher-librarians were predisposed to occupy themselves with the technical and mechanical aspects of operating a library facility rather than fulfilling expected teacher and resource-consultation roles. Other shifts appear to have accompanied decisions that school size and enrolment did not warrant the operation of that scale of library and service.

In almost all cases, maintenance of nearly the same quality of service to students was indicated. This is not to say that competent teacher-librarians cannot offer exemplary service. In fact, those persons whose designation has been maintained do appear to fulfill the service expectations of those with whom they work. It does say, however, that designation alone does not automatically ensure performance at the expected levels, and that specified levels of performance may be appropriately fulfilled by selected persons with different formal qualifications.

An early assessment of the situation in Alberta conducted prior to 1960, indicated a number of uncertainties about the effectiveness of teacher aides (Kennedy, 1960). The monograph produced by the Alberta Teachers' Association reported little evidence of effect on pupil achievement, little effect on cost, and inability to evaluate the "quality" of education. Advocates of the use of aides as temporary and substitute teachers during a shortage of regular teachers were identified. The report separated performance by teacher aide -- in interface with children, by intent or consequence, producing changes in child behavior -- from that of a school clerk who performs outside the classroom.

The report indicated instances where aides had been allowed to perform some duties bordering on the professional (p. 10).

However, even at that time it was deemed necessary to have:

... some system of control both from the point of the Department of Education and the pupils to provide a job description for teachers, principals, and superintendents and groups, ATA, ASTA, FACED, FHSA ... (to establish) purposes of aides (Kennedy, 1960).

A survey conducted by the Canadian Education Association (CEA) in 1967 reported the employment of 46 aides compared to a total teaching staff of approximately 16,000 a ratio of 1:350 (CEA, March, 1967).

A report on instructional practices in 1968-69 indicated that over half the teaching force had access to clerical assistance, but that nearly eight per cent had no access to teacher aides (Ratsoy, 1970: 48, 54). The same report indicated that three quarters of the teachers who had access to teacher aides could utilize them only up to two hours per week.

Aides were used in an exploratory situation in the County of Parkland in 1969 (ATA - ASTA, April, 1969). That report on the utilization of four aides indicated general acceptance by principals and the superintendent. Some teachers who were surveyed indicated disagreement over specific task allocations, particularly where these were seen to intrude into conventional teacher-pupil interaction areas -- talking quietly to upset children, marking and grading essays and objective tests, helping improve reading skills, directing recess activities, and assisting slow pupils. Two inferences may be drawn: such activities must be performed by teachers to ensure the development and maintenance of necessary teacher-pupil rapport,

and/or, teachers may be anxious about transfer to more complex professional responsibilities and feel it necessary to retain custodial and other tasks to preclude displacement by auxiliaries. The report indicated considerable variation in utilization of aides even among the four who were assigned to their respective schools and teachers within the system. One question that remains is, "How much instruction can be allocated to instructional aides and still leave the teacher with enough pupil contact to adequately fulfill professional responsibility for educational progress?"

A recent survey of school superintendents indicated employment of approximately six hundred to seven hundred aides in part or full-time positions in addition to the volunteers, clerical, and library aides performing in non-teaching situations (Shields, 1972). Formal qualifications generally included completion of high school and some competence in office skills although the predominant factor seemed to be compatibility of personality. The proportions of aides to teachers and duties seemed generally comparable to both a Saskatchewan survey (Sajonky, June, 1971) and statistical reports from British Columbia (BCTF, 1972).

Continued increase in utilization rates is inferred in a current research review in Canada (Mori, June, 1972). However, practices in Canada appear to have neither reached the magnitude, (1 : 4 aide : teacher ratio in 1969) nor the diversity nor career establishment reported for the United States.

Recent reports on developments in the United States anticipate ratios of one aide per teacher by 1977 (National School Public Relations Association (NSPRA b, 1972) with career development sequences from aide to assistant to associate to intern to full professional status providing alternate routes to the attainment of teaching credentials.

Differentiated staffing patterns are reported in a number of American centers and are proposed as the most viable future pattern to ensure opportunities for both specialization and diversification of teacher roles (NSPRA a, 1970; NEA, 1969). As is common to much writing in education, the articles generally tend to discuss what could and should be, rather than attempting to provide conclusive evidence on the effectiveness of specific practices. However, there is no evidence to suggest the ineffectiveness or undesirability of current practices. In the United States, the catalytic impact of special federal funding for such projects cannot be overlooked. Neither has it been established that differentiated staffing patterns would have been natural outgrowths had shortages of teaching staff not developed or had community members not made strident demands for involvement. Rather, it seems more likely that differentiated staffing provides one alternative that can be employed given the appropriate mix of resources, and that no single scheme is likely to receive accord as the "one best way."

Current Alberta counterparts of innovations adopted from other regions include the model differentiated staffing pattern being explored at Bishop Carroll High School in Calgary, and the extensive volunteer aide program conducted jointly by both school boards in Edmonton (public and separate) for the provision of assistance to children with learning disabilities. In both cases additional funds from special projects grants facilitate the implementation of the programs, and both are under current monitoring by the interested stakeholders as "exploratory" projects.

There have been periodic reports of other programs to utilize aides, but such occasions have generally involved very few persons and have been somewhat infrequent.

While formulae have been devised to permit orderly transition from exclusively teacher - staffed to differentiated staffing patterns, reviews indicate little change in unit costs per student (Swanson, 1973).

Future - oriented publications suggest extension of differentiated staffing patterns to provide children with access to a variety of teachers, supportive professionals, and sub-professionals as the need arises (Clarke, 1969-70). A modified Delphi study on goals for teacher preparation in Alberta, suggested a shift from information transfer to fostering inquisitive and systematic thinking for teacher roles (Coutts and Clarke, 1972). However, the study referred to development of abilities for coordinated teamwork between

teachers and other adults in only one goal statement (goal #22), and even then did not suggest role differentiation between teachers and auxiliaries. Similarly, the report of the Commission on Educational Planning made passing mention of the possibilities of differentiated staffing (Worth, 1972), but the reader's companion did not list the topic as one of the eleven likely critical developments. Finally a recent UNESCO report by the International Commission of the Development of Education suggests innovations in the working force of teachers by utilization of auxiliaries and specialists from other professions as one of the twenty-one major strategies for contemporary development (Faure, May, 1972). The proposal suggests that:

Far more volunteer and auxiliary teachers should be used in schools and in the educational system generally. They could not only carry out non-teaching tasks so as to 'free teachers to teach,' but also, after a short training course, participate in teaching. ...a volunteer parent aide, usually a mother could be asked to correct papers, check for errors on written work, read to small groups of children, make instructional materials, supervise groups of children on the playground, or assist the teacher in other ways.

Other helpers are volunteer community aides, persons with special skills... . Volunteer student aides also have an important part to play ... to come to the classroom of a younger one to read to him or to listen to him reading, or to drill him on the fundamentals of arithmetic, or assist him in mastering some skill (Faure, 1972: 218-219).

In summary, patterns for the utilization of auxiliary supportive professionals and sub-professionals have developed at a relatively slow but consistent pace. Although there

have been increases in the number of non-teachers so employed, the proportions remain fairly low and are not expected to develop into major transformations of staffing patterns that could displace substantial numbers of certificated professionals. Where auxiliaries have been utilized, employment has generally been preceded by careful screening and frequently accompanied by appropriate preservice orientation. The result seems to have been utilization satisfactory to the pupils, the teachers using aides, and to the parents. Expressions of dissatisfaction or concern seem to emanate from those teachers who have not had access to auxiliary staff (and who may anticipate appreciable anxiety in having to utilize such persons) and from representatives of the teaching profession who anticipate decreases in the quality of education through possible displacement of certificated teachers from employment opportunities. Such unsupported evaluations of shifts in the quality of educational service must be tempered by the observation that auxiliaries have been used successfully in schools in Alberta, in other provinces of Canada, and in the U.S.A. Precedents for successful use of auxiliary personnel have been firmly established, and continued development may be anticipated in education as with other service professions in the health, legal, and related fields.

Finally, teachers continue to report that the assignment of twenty or more students for twenty or more instructional hours per week in diverse subject areas that require an

omnicapable teacher, presents a formidable and exhaustive task.
Such teachers appear to justify the need for appreciable
support services.

Some of the Needs

Examinations of the case for the employment of auxiliary staff have been "generally couched in subjective but very valid terms" (BCTF, undated). The arguments which are usually stated include:

- (1) It provides time for the classroom teacher to teach and to create the best possible climate for learning.
- (2) It provides time for the classroom teacher to prepare and plan the professional aspects of teaching.
- (3) It reduces fatigue and tension created by trying to cope with an unmanageable teaching burden.
- (4) It provides the individual child with more of the teacher's time.
- (5) It provides the teacher with more time to study each child, confer with parents, diagnose problems, prescribe individual treatment and check on the child's progress.
- (6) It provides the child with the benefits that accrue from extra "eyes and ears" alert to individual needs.
- (7) It provides the teacher with opportunities to use a wider or richer variety of teaching techniques.
- (8) It provides time for teachers involved in a teaming approach to diversify activities, to provide for a

greater variety of student groupings and to plan to meet individual differences through flexible rather than rigid scheduling.

More specifically, case studies indicate unique kinds of needs that are fulfilled for the student, the teacher, and the aide (see Appendix D). Review of individual cases may leave the reader with a feeling that current practices are very desirable and that withdrawal of services by aides would be to the serious detriment of the students.

The successful operation of model differentiated staffing patterns depends upon the employment of instructional assistants.

There are other special situations justifying the use of aides. One rural school area reports population dispersal such that only small schools may be maintained and that further attendance area consolidation is impractical. In such a situation, where teachers are faced with multi-graded or multi-levelled classrooms, instructional aides are reported to provide an invaluable assistance in maintaining an acceptable level of quality of instruction.

In some cases where general categories can be identified, appropriate job descriptions have been developed (see Appendix E for ATA Committee statements on media-center technicians, library technicians; Bishop Carroll High School job specifications; New York City job descriptions).

The diversity of situations in which aides may be utilized, and the absence of common criteria (other than

opportunity to extend adult assistance to more children than the teacher could otherwise provide) have implications for recommendations for standardizing practices.

Current Positions of Major Stakeholders

The ATA

The major concerns of the Association seem to be to continue enhancement of teaching as a profession, to ensure continuity of quality education, and to retain employment opportunities for certificated personnel. The need to develop definitions of categories of persons was deemed to be particularly important to avoid circuitous semantic arguments.

Specifically, the ATA has prepared a revision of policy statements for consideration at the 1973 Annual Representative Assembly. Two employment categories are defined: teachers, and teachers' aides. The formal demarcation is that a teacher, as identified by Alberta statutes, possesses a valid Alberta teaching certificate. Persons in the school not holding such certification are categorized as teachers' aides. Teachers' aides are expected (by the ATA) to emphasize the service-to-teacher component, rather than provide direct services to pupils.

The precise ATA demarcation of task responsibility of teachers' aides has been found difficult to express in words. It seems that the ATA may accept a situation wherein an instructional aide (IA) instructed children by following procedures designated by the teacher. Such adult behavior

is readily associated with the common meaning of "teaching." Concurrently, the ATA would expect that a teacher would be present to monitor the behavior of both the IA and the pupils. Further, it may be acceptable for the certificated person to monitor the activities of more than one IA in the same learning situation.

However, it would be deemed unacceptable (by the ATA) for the certificated person to be expected to monitor one or more IA's who are performing in learning stations outside of continuous direct teacher-aide visual contact. The utilization of several IA's under one teacher in a large open-area multiple learning station is likely unacceptable to the ATA.

The two phrases, that the teacher has responsibility for implementing educational programs, and that teacher aides do not carry any instructional responsibility, would seem to suggest that the teacher would be accountable to administrators, employing school boards, parents, and the Minister, for the instructional program including the performance of the aide. The aide would be accountable primarily to the teacher. The teacher is seen as requiring appreciable continuing interaction with students in order to ensure appropriate monitoring of progress.

The concepts of diagnosis, prescription, program implementation and evaluation as the major components of professional performance of teachers seem firmly accepted, and are consistent with earlier ATA statements.

The ATA would vigorously oppose the use of aides in place of substitute teachers.

The ATA feels that formal regulation of aides is not desirable since the situational uniqueness of utilization may cover such a wide spectrum that standard regulations could not encompass the needs. It is deemed that committees to advise on the formal requirements of training programs for aides are premature because of the transitional state of current policy. The ATA indicates that attempts at effective liaison with colleges providing such programs are still in the initial stages and that the positive results are not yet apparent.

The current position of the ATA is to avoid direct involvement in activities leading to the organization of aide-employee groups. Involvement by the Canadian Union of Public Employees (CUPE) was anticipated.

The ATA seemed most concerned with public board-operated systems, and less concerned with staffing specifications of non-board and preschool services which are not part of public school systems at this time.

At this time the ATA is not predisposed to attempt to seek resolution of the instructional aide controversy in a court of law nor to take precipitant disciplinary action against members who may unknowingly facilitate operations contrary to the ATA statements of policy. However, such action in flagrant situations has not been discounted.

The ASTA

The ASTA has recently directed its executive staff to review the topic of differentiated staffing and to submit policy proposals. The positions which may be taken by trustees may have five major aspects.

First, school boards continue to try to provide a high level of educational services to students even though limited by finite amounts of funds. It is not felt possible to appreciably reduce pupil-adult ratios by employing additional teacher-certificated staff. Therefore, it is felt necessary to employ instructional aides as a supplement to the certificated teaching force, as well as to employ school aides to provide general and clerical services. It is felt likely that costs for such personnel would come from the personnel portion of budgets as alternatives to the employment exclusively of teachers, so that the unit costs per pupil may remain relatively unchanged. It is not intended that the costs would be "additional" costs above current expenditure rates.

Second, it is felt that the diverse role of teachers can be divided horizontally into professional specialties which compliment each other as well as vertically into professional and auxiliary roles. The principal intent continues to be to provide improved services to students.

Third, the ASTA may feel it desirable to modify current legislation to confirm the legality of employing instructional aides. Elimination of references to "teach" and "teaching"

are proposed on the grounds that the terms are so indeterminate that it is impossible to discriminate between teachers and instructional aides on the basis of their behavior within a classroom over a short period of time.

Fourth, the ASTA may feel that the development of "learning materials" which make independent study possible and profitable over a short term will reduce the amount of assistance needed by pupils. Also it is felt that the required assistance can be provided by adults other than certificated teachers.

Fifth, the general performance of sub- and para-professionals under the long-term direction and supervision of teacher-certificated personnel is undisputably accepted and supported by the ASTA. There is no intent to operate schools without the services of an adequate number of certificated teachers.

The ASTA has not yet given consideration to the need for special programs to qualify persons as teaching aides, but may see the colleges as appropriate vehicles for providing such programs.

Summary and Conclusions

The utilization of persons other than certificated teachers for instructional tasks is now a historical fact. Although the incidence in Alberta is infrequent at the present time, the practice appears to have been accepted by the teachers,

instructional aides, and other persons affected, and shows promise of continued effectiveness.

A variety of stated (and sometimes unstated) motivations have led to the current situations. Neither in order of importance nor in historical sequence, these include:

- (1) desire to increase the adult : pupil ratio while stabilizing unit costs;
- (2) attempts to increase direct instruction time for pupils by paralleling the implementary instructional behavior of teachers;
- (3) providing technological implementary services to permit greater teacher emphasis on diagnostic, pre-scriptive, and evaluatory functions;
- (4) exploring staffing patterns alternate to the self-contained omnicapable teacher delivery of services;
- (5) providing highly qualified technical services to certificated teachers by assuming responsibility for tasks in which the teacher has minimal proficiency but ultimate authority and responsibility;
- (6) stimulating analysis and review of the critical components of effective learning situations;
- (7) creating dynamic situations to permit innovation and creativity in the educational system;
- (8) increasing visibility, status, and reputation for persons involved in the educational enterprise;
- (9) providing opportunities for direct participation by interested parents and other adults;

- (10) increasing employment opportunities for formally untrained adults from socio-economic and cultural minorities;
- (11) providing another outlet for housewives who feel the need to provide socially beneficial services instead of confining activities to homemaking;
- (12) attempting to improve school community commitment; and
- (13) providing of a career-ladder alternate to exclusively university-trained teacher programs, particularly for those adults experiencing considerable lapses of time leaving public school, or for those minority groups which have not enjoyed the opportunity for much participation in the teaching profession to date (see Appendix C).

As is common to classical short-term research in most educational areas, there is no significant evidence available of general improvement in achievement levels of students. However, case studies of individual pupils and of aides provide testimonials to the value of special efforts (see Appendix D). As well, there is no indication of achievement at levels lower than that of pupils under the exclusive jurisdiction of certificated teachers.

Although it may be impossible to differentiate between a certificated teacher and an instructional aide from observation of behavior in specific classroom situations over a

short period of time, two major distinctions (other than certification) may be suggested. One, is that the teacher may be held accountable to parents, principals, the employing school board, the professional association, and the Minister for the school progress of the pupil. The instructional aide is accountable primarily to the teacher. Second, the teacher engages in the identification of needs, diagnosis of deficiencies, design and prescription of programs, and evaluation of achievement and effectiveness, and may actively engage in implementation while the instructional aide restricts activities to implementation.

A Review of Legislation in Canadian Provinces

Requests for information on current legislation relating to instructional aides were made to the departments of education of each of the provinces and territories.

In five provinces, Ontario, Nova Scotia, New Brunswick, Prince Edward Island, and Newfoundland, no legislation exists establishing authority for school boards to employ non-teacher certificated persons for instructional purposes. Each province did, however, indicate the existence of procedures to provide for special letters of permission or authority for selected employment where qualified persons were not available -- a standard tactic practised by most areas during times of teacher shortage. In Ontario, limited numbers of junior aides to kindergarten teachers were reported. In Nova Scotia, student teachers have been utilized as aides during a portion of their practice-teaching, and some aides were employed under L.I.P. grant programs. In New Brunswick, a federally-funded project is experimenting with a teacher-aide program. The response from Prince Edward Island indicated that a college-level program existed to prepare operators for private kindergartens (public kindergartens are non-existent), and that there was no legislation regulating certification for kindergarten teachers. No other categories

of aides existed. Newfoundland reported experiments with assistant teachers in one or two districts, but also expressed reservation about the economic feasibility of paying "\$12,000 or \$15,000 salary units to teachers who work with every twenty-five or twenty-six students in the province."

Quebec indicated the existence of a five-year probationary teacher qualification period which appeared to encompass an "apprenticeship" sequence during which the person aspiring to become a teacher does function as an aide. However, there was no career employment of persons exclusively as aides, although interest in such possibilities was expressed by a senior official of that department.

The Yukon Territory is considering legislation enabling the employment of aides and has embarked on some experimental native-aide projects, although the latter were primarily to "provide an identity figure for the primary students, and a liaison person between the school, home, and village," with the instructional aspects being kept to a minimum.

Manitoba, Saskatchewan, and British Columbia each authorize boards to employ aides. In Manitoba, the Public Schools Act was amended in 1971 as follows:

Certain care and charge of pupils.

4(2) Subject to regulations by the minister, the board of trustees of a school division, school district, or school area may authorize pupils to be left in the care and charge of school social workers, psychologists, teacher-aides, student teachers, and other designated responsible persons as assigned by the principal without having a licensed teacher in attendance (Bill 71, assented to July 27, 1971).

At the time of introduction of the Bill, considerable expression of concern by the Manitoba Teachers' Society (MTS) was reported. Fear was expressed by the MTS that certified teachers would be displaced by paraprofessionals as cost-cutting procedures. Also, some divisions were reported considering the use of paraprofessionals as substitute teachers when the latter were necessary. The resulting official position of the MTS is not to let the paraprofessionals act in any way as instructors. However, it is apparent that many teachers using aides and volunteers do let them provide what could be considered instruction. The paraprofessionals are, however, supervised at all times by the teacher and do not operate as evaluators or prescribers of learning methods and materials.

Continued concern is being expressed in Manitoba over anticipated encroachments into teaching functions by non-certificated persons. A recent issue of the Manitoba Teacher warns of a plot to "destroy the quality of instruction in the public schools" (Manitoba Teacher, 1973 : 1, Appendix F). The lead editorial reviews unfavorable criticism of unqualified temporary teachers of the 1940's and calls upon professional staff of the 1970's to ensure the application of policy to use auxiliary personnel but not permit them to engage in "planning, diagnosing, prescribing, instructing, and evaluating tasks." (Manitoba Teacher, 1973:4). Further, the policy requires continuous supervision and direction of auxiliaries by

teachers, teacher determination of tasks and functions, and teacher selection of those auxiliaries working directly with them. However, the fact that such issues are a primary focus of attention seems to suggest that teachers are utilizing auxiliary personnel, but also that in some cases, permit such auxiliary personnel to engage in instructional tasks.

In Saskatchewan, regulations proclaimed in 1970 ratified employment of teacher aides:

- (1) *A teacher aide shall be employed under a written contract in such a form as may be prescribed by the board;*
- (2) *The duties shall be determined by the principal or teacher with the concurrence of the board and shall be specified in writing, and shall include those duties which, in the opinion of the principal or teacher, are appropriate for the teacher aide.*

A survey conducted in 1971 indicated employment of 154 full-time and 64 part-time aides in the province, mostly as library assistants, and stenographers for teachers and principals.

In British Columbia, the Public Schools Act permits the Board of a school district to:

authorize from time to time the appointment of such employees, in addition to teachers, as may be considered necessary by the board to secure the efficient operation of the public schools of the school district... (Section 98(c)).

The authorization is interpreted to include the employment of aides, and such employment is sufficiently prevalent that the aides in many jurisdictions are represented by the Canadian Union of Public Employees (CUPE). However, the

diversity of job descriptions, prerequisites, and employment practises between jurisdictions seemed to preclude consideration of the formation of a provincial association of auxiliary personnel in the foreseeable future. Employment of associated professionals -- psychometricians, speech therapists, etc. whose competence is certified by their own professional groups -- is unquestioned, but the whole matter of employment patterns in the social services was reported of concern and under study by school officials, federation officers, and union representatives.

A forthcoming BCTF statistical summary indicates that for the 1971-72 school year, in comparison to the approximately 23,000 teachers who were employed, there were 179 teacher aides employed and 2,855 volunteer aides utilized. These numbers are in addition to the school and supervision aides, library assistants, theme markers, laboratory assistants, and "others." At the same time, there were an estimated 230 unemployed teachers, although the latter seemed generally place-bound to the immediate Vancouver area.

Three additional developments in British Columbia seem worthy of mention. First, auxiliary school personnel regularly employed by school boards are generally represented by the Canadian Union of Public Employees (CUPE) or, in Vancouver, by the Municipal and Regional Employees Union (MREU). In either case, collective agreements include statements of functions of the employment class, listing requirements of

knowledge, ability, and skill, and stipulating training and experience requirements (see Appendix E). The statements generally emphasize non-professional functions and performance under direction of principals and supervision of teachers. Discussions with union organizers and officials indicated that the variety of situations would likely preclude the development of standard occupational descriptions which might have provincial applicability.

A second development is the focus of attention on auxiliary personnel by the British Columbia Teachers' Federation (BCTF). The BCTF policy on aides is scheduled for review at the 1973 annual meeting (April, 1973). The stated policy emphasizes clerical and custodial tasks which exclude instructional interaction with pupils (see Appendix F). The BCTF Executive Committee has deleted a previous policy statement which advocated flexibility in the determination of auxiliary functions, and which encouraged imaginative experimentation in the utilization of such personnel. Presumably, the situation has been monitored sufficiently to establish a durable position. Proposed policies (which list a number of "teacher-related activities") are expected to generate considerable discussion during their consideration. Some of the items -- assisting with large groups of children; working with small groups or individual children; preparing individual lesson plans under the direction of a teacher; assist children in independent study; correcting notebooks;

listening to student stories and read stories; assisting with remedial work while teacher gives main lesson or supervise class while teacher gives individual help to students or small groups -- are particularly likely to receive close scrutiny. However, the final policy is yet to be determined.

Third, Government of Canada approval of L.I.P. grants for projects involving teacher aides has provided services to school boards outside of collective agreements with teachers or with organized auxiliaries. The Vancouver School Board had three such projects approved: teacher aide for the Learning Assistance Center; a tutorial Project One to One wherein adult tutors are employed to assist those students referred by regular teachers; and a Physical Education Assistance Program with the objective of improving physical skills of children of selected schools. Serious concern by the BCTF over possible misuse of teacher aides in L.I.P. Projects has been expressed. The possibility of displacement of employed aides by persons on L.I.P. projects was acknowledged with some concern by officials of CUPE, but little possible or effective action was anticipated.

Thus, the employment of auxiliary personnel is of continuing concern in British Columbia and has not yet been structured to the satisfaction of all parties.

In summary, permissive legislation and actual utilization of auxiliary personnel for teachers seems to be primarily a phenomenon of western Canada. Practices are developing in

a "... modest, restrained revolution ... unlike many of the more glamorous innovations in education ... with little fanfare" (BCTF, 1971 : 1). In Manitoba, Saskatchewan, and British Columbia, legislation specifically refers to teacher aides or is interpreted to include them. While specific mention of aides does not exist in Alberta statutes, those jurisdictions which employ them or accept voluntary services appear to do so under Section 65(1)(b)(iii) which empowers a board to "appoint such other employees as are required." Specific recommendations for Alberta are proposed in a later section.

Formal Preparation Programs

Colleges

Formal college - level programs related to education auxiliary personnel or child care work are listed only at Grant MacEwan (Edmonton) and Mount Royal (Calgary) colleges. A program was considered for Lethbridge Community College some time ago but was deferred.

Grant MacEwan Community College lists four-trimester programs leading to a certificate in Early Childhood Development (ECD) and Instructional Assistants (IA).

The ECD program is intended to prepare persons for employment in day care, nursery school, kindergarten, hospital play room, remedial and treatment programs. Courses include child growth, nutrition, education, administration, and a field placement practicum. College officials indicated current enrolments of up to twenty-five students with approximately twenty graduating annually and becoming employed in appropriate situations.

The IA program is intended to prepare persons for employment as assistants to faculty members in post-secondary institutions. Courses include stenographic skills, library processing skills, use of audio-visual equipment and related studies. Recent proposals to expand and diversify the programs

have been made.

The Continuing Education Division has conducted a ten week - 20 hour series for volunteer aides for the public school systems in Edmonton.

Mount Royal College provides an Associate Diploma two - year program for employment in day care and early childhood education, consisting of courses in early childhood education, health, community services, child development, nutrition, psychology, and administration, with appreciable field placement for experience.

Vocational Centres

A less formal program is conducted for native aides at Grouard Alberta Vocational Centre. Courses range from three to six weeks and are generally provided to students sponsored under Canada Manpower-school system Training-In-Industry agreements which provide both for tuition costs and training allowances for selected students. A total of fifty-seven such students were reported, with forty-eight previous completions. Of the latter, eight were reported as continuing a career development program by enrolment in the Faculty of Education, University of Calgary. Programs for Education Technicians, Teacher Aides, Counsellor Aides, and Pre-School Supervisors were indicated.

In consideration of the relatively small enrolments in such college programs, and in deference to the existing

provision for program approval, review, and coordination under the auspices of the Department of Advanced Education, it is suggested that no formal action to coordinate programs offered by colleges be taken at this time. It may be expected that colleges exchange information about program nature and content, and may voluntarily convene meetings to discuss common interests and concerns with other interested and affected parties. While provisions for articulation and transfer with university professional preparation programs are desirable, the issues may be dealt with most appropriately at this time by informal representations between the affected institutions in conjunction with appropriate government authorities. Should formal committees be established, it would be desirable to include Department of Education representation, particularly by officials whose jurisdiction includes matters of teacher education and certification.

Because of the unique nature of specific appointments of instructional aides, preference might best be given for special programs devised as required for small numbers of students rather than to develop standard programs for large group enrolments or to develop a standard provincial certificate of qualification.

While the possession of college credentials indicating completion of a special program is likely to enhance employment opportunities, the diversity of practices established by individual school systems suggest that a standard occupational category and job description (analogous to that of

nursing aides, dental aides, etc.) is not applicable at this time. Further, it would appear that there is an adequate supply of competent candidates who require only an introductory program to orient them to contemporary school management.

Teacher Preparation Institutions

Teacher preparation in Alberta is carried on exclusively by the established universities. Faculty of Education staffs form a major component of resources for inservice, professional development, and continuing education for teachers. The programs are primarily designed to prepare teachers for public school classrooms. Opportunities for specialization seem partly dependent upon the grade level for which the candidates are preparing themselves, and are usually focused on subject-areas. There appears to be little consideration of role-shifts to accommodate instructional assistants in classrooms, and may be little opportunity for teachers to develop the interpersonal skills which would enable them to maximize utilization of volunteer or employed instructional aides. In the current period of a possible surplus of certificated teachers, it may be deemed undesirable to prepare non-teachers for auxiliary activities while extending welfare or unemployment benefits for inactive qualified teachers.

There appears to be a definite separation between candidates for teacher certification and those for auxiliary service,

with the latter being directed to community college or school system training programs. While articulation and transfer of college training and work experience towards university requirements may be perceived as desirable (as in the United States career development programs), there appears to be little concerted action in this direction at this time.

Before further consideration is given to such directions, it may be desirable to convene appropriate seminars of knowledgeable persons to further examine the contributions of service that could be made to areas such as early childhood services and special education by persons already qualified in health, social, and welfare services. As well, discussions of an integrated career development program such as those described for organizations in the United States (see Appendix C, and New York patterns in Appendix E), may be useful.

Alternatives

As in many other social issues in which hard research evidence is inadequate or unavailable, consideration of alternatives and recommendations becomes more reliant on opinion, speculation, and judgment. Consequently, the decisions are more vulnerable to both the intended value-loading of the investigator and inferred value-loadings of reactors. However, the reliance on subjectivity does not necessarily preclude the validity of recommendations.

The range of possible policy directions extends from retrenchment to re-establish independent and omniscapable teacher-classrooms, to the implementation of staffing patterns providing for such extensive differentiation that inordinate numbers of current teaching positions could become displaced. Desirable directions between the extremes are considered and recommendations made.

Alternative No. 1. Restrict Instruction Exclusively to Teachers

This alternative advocates that only persons with Alberta teaching certificates be permitted to conduct instruction during normal school operating hours in classrooms in Alberta. Adoption of this position may require deletion of Section 150 of the

School Act to exclude the service of persons with special competence in a language other than English, and to exclude persons competent to give religious instruction.

Advantages

- (1) Judgments of guilt under Section 168 (persons who are improperly employed to teach pursuant to Section 73) could be made on specific criteria of presence in a classroom and possession of a certificate.
- (2) Teachers would be assured exclusive employment subject to factors such as availability of finances, suitability of candidates for positions, pupil-teacher ratios, and others which are part of the decision of what is an "adequate number of teachers" for a particular school.

Disadvantages

- (1) Students may find themselves assigned to "an adequate number of teachers" but bound into an organization where the expectations of omniscient teacher performance are not met.
- (2) Such teachers may feel compelled to provide service in which they are only marginally competent and be constrained from seeking assistance from qualified but non-certificated resources, leaving them with workloads

which may be unrealistically demanding and exhaustive.

- (3) Students may be prevented from contact (during school hours) with ethnic, cultural, and value positions which their families and communities would like fostered and maintained unless teachers were representative of such communities and groups (Participation rates in the teaching force by persons of certain ethnic and cultural groups are known to be disproportionately low.). Such parents may become alienated from the current operation of schools.
- (4) Teachers may be locked into self-contained classroom organizations which could inhibit opportunities for specialization and self-development of the teacher, and which may reinforce existing status and salary structures rather than enhance the possibilities of fee-for-service or other bases for differentiated reward.
- (5) The position would preclude the utilization of skilled tradesmen, craftsmen, and other artisans who have complemented the services of teachers in industrial arts, vocational education, and similar areas in both the past and at the current time.

Alternative No. 2. Maintain the Status Quo

This alternative proposes that no government action be taken at this time.

Advantages

- (1) Authorities who employ aides may continue to interpret legitimacy to do so under Section 65(1)(b)(iii) of the School Act.
- (2) Where French and other languages are approved for instruction, and where religious instruction is offered, authorities may continue to employ "competent persons" under Section 150 of the School Act.
- (3) Systems which employ band instructors and other supportive personnel may continue to do so although under some feeling of anxiety that relationships with their teachers and the ATA may deteriorate.

Disadvantages

- (1) Existing legislation concerning employment of auxiliaries for instructional purposes may continue to be interpreted with appreciable uncertainty and anxiety by employers and employees.
- (2) Persons who are employed as aides or who volunteer services may feel coerced into withdrawing services because of the widespread dissemination of legal opinions provided by the Alberta Teachers' Association. The opinions suggest that court judges may apply the common dictionary definitions of teacher, and that employed or volunteer

aides may find themselves in unpleasant court action under allegations that they are "teaching."

- (3) The Department of Education may continue to find itself asked to assume an interpretive and judicial role in investigations of situations in which teachers, perhaps mistrustful of intent or fearful of projected consequences of the use of aides, take severe exception and allege breach of statutes or ethics.
- (4) A party may take issue with a situation and undertake court action which may force a judicially appropriate decision but one which is not in the best interests of students and the education establishment, i.e., where a law may be perceived as being enforced, but where justice appears not to be done.
- (5) Where teachers and school administrators are reluctant to initiate activities which may be accompanied by potential controversy, both students and classroom teachers may be forced to remain self-reliant and subject to both time and competence limitations rather than exploiting available human resources.

Alternative No. 3. Validate and Permit Extension of Use of Aides

This alternative proposes formal ratification of the use of instructional aides and sanctions natural extensions of such service under appropriate circumstances.

Specifically, it is proposed that legislation be amended or that interpretations be provided to ensure the legitimate employment of an occupational category of Instructional Aides. This may be accomplished by following the legislation of British Columbia which permits a board to:

authorize from time to time the appointment of such employees, in addition to teachers, as may be considered necessary by the board to secure the efficient operation of the public schools of the school district.

Additional regulation may be desirable to authorize pupils to be left in the care and charge of such employees as assigned by the principal, without having a certificated teacher in attendance, as in Manitoba legislation.

For a transition period at least, regulations requiring that teacher aides be employed under written (individual or group) contracts, with the duties to be determined by the principal or teacher to whom the aide is accountable, as in Saskatchewan subject, as always, to approval and ratification by the school board are desirable.

In the interests of attempting to provide a clear exposition of possible tasks which an instructional aide may periodically undertake, the following description of clerical, housekeeping, supervisory, teacher-related, and home-related duties is suggested. The list is not intended to be taken out of the context of the performance of ONE WHO WORKS IN CLOSE CONTACT WITH ONE, TWO, OR THREE TEACHERS IN THE CLASSROOM SITUATION, and whose employment has been preceded

by appropriate consultation between principals, teachers, and boards, identification of requirements and careful selection of personnel, and appropriate preservice orientation to contemporary school operation and procedures on matters of discipline, confidentiality, supervisory and emergency procedures, etc..

(a) Clerical

- keep student records; attendance, health, etc..
- handling reports, entering grades, issuing, collecting, filing, etc.
- prepare instructional materials, attendance forms, duplicating work sheets, and tests, typing, filing, etc..
- mark objective tests and routine exercises.
- requisition class supplies.
- collect money for textbooks, milk, insurance, pictures, field trips, etc..
- check absentees' notes, checking with parents on absentee children.
- prepare AV materials.
- prepare bulletin board displays.
- compute statistical information.
- proofreading notes and memos to be taken home.
- distributing textbooks and keeping track of supplementary books.

(b) Housekeeping

- prepare and set out lesson supplies or equipment.
- clean and store materials and equipment after use.
- display art work.
- housekeeping classroom, etc.

(c) Supervision

- supervise arts, crafts, music and research activities.
- supervise make-up work after school.
- supervise classroom monitors.

(d) Teacher Related Activities

- participate in long range and daily class planning.
- assist with large group activities.
- work with small groups or individual children.
- help with art, music, interpreting foreign languages
or any other special talent which the aide may have.
- prepare individual lesson plans under the direction
of the teacher.
- assist and encourage children in independent study.
- assist with mentally retarded, emotionally disturbed,
environmentally handicapped, orthopaedically handicapped.
- mark objective assignments.
- mark selected subjective assignments.
- correct note books.
- score, monitor and graph standardized tests.

- prepare preliminary teacher research (i.e., gather materials, lesson plans, to help with special students).
- administer remedial drill work.
- mark research projects.
- listen to student stories and read stories.
- assist with remedial work while teacher gives main lesson or supervise class while teacher gives individual help to students or small groups.
- give special attention to non-English speaking children.
- assist with oral reading and story-telling.
- keep and maintain a folder of representative work for each child.
- collect and display objects and models.
- alert teachers to students' special needs.
- offer comfort and affection to all children.
- help small children with clothing.
- help small children to establish good habits of toileting and personal hygiene, as well as safety habits.
- help pupils learn to settle arguments without fighting.
- talk quietly to a child who is upset.
- work with a child who is too upset to remain in his own classroom.

- arrange for and assist with field trips.

(e) Home Related Activities

- assist in parent interviews and open school activities.
- arrange parent - teacher talks and visits.
- visit parents of new children to welcome and introduce them to the school community.
- take sick children home.

Advantages

- (1) Students would have increased access to the diverse human resources of a number of qualified persons in addition to their assigned teachers with consequent increased personal attention from both the teacher and the instructional aides.
- (2) Where a teacher may have limited competence, present practices of employing skilled tradesmen and craftsmen, professional artisans, qualified health, social, and welfare workers, and others in appropriate activities to enhance the quality of instruction, could be indisputably legitimated and maintained.
- (3) As indicated in an earlier section (page 26) teachers may be relieved from a number of sub-professional tasks so that more attention can be given to educational needs of students.

- (4) Such action would ratify the basis on which school boards authorize the employment and utilization of paid and volunteer instructional assistants in public schools in Alberta.
- (5) Employed and volunteer assistants would be reassured that when job tasks are allocated by a certificated person, the work performance is appropriate and does not supplant the professional responsibility and role of teachers.
- (6) Allegations of impropriety in employment as teachers may be better investigated and subsequent appropriate local action taken on examination of the criteria established within the individual school system and its context, rather than attempted at a provincial level on an indeterminate interpretation of the word "teach."

Disadvantages

- (1) Unless there are regulations to the contrary, there may be some predisposition by some trustees under crisis situations to displace or supplant teachers with instructional aides. Two examples are the potential use of IA's as temporary teachers, or the possible attempts to use IA's to keep schools open when teachers are on strike against their boards.
- (2) Should extensive use of aides be implemented, a situation could arise wherein aides withdrew their service, resulting in modified school operation by the teaching staff.

- (3) Unless care is taken in the selection of aides and allocation of duties, there may be a backlash from parents if the tasks performed by aides are inappropriate, or poorly performed.

Alternative No. 4. Eliminate Statutory References to Teaching

The fourth alternative would be to delete references to "teach" from the School Act, and to eliminate penalties against employment as teachers by uncertificated persons.

Advantages

- (1) School systems would be free to staff schools with any combination of certificated teachers and aides as may be deemed appropriate, subject to acceptability to the parents and public, and regulations of government, leaving such systems free to experiment with a variety of differentiated staffing and other patterns.
- (2) Questions of propriety of provision of teaching services would be removed from the jurisdiction of government and likely be transferred to local discretion or court decision depending on powers and privileges which may, in time, be achieved by the professional association of teachers.

Disadvantages

- (1) The possibility of displacement of teachers would likely require establishment of provincial minimum standards of adequacy of staffing. A maximum pupil-teacher ratio -- for example of thirty-nine to one -- may be required to ensure minimum standards of quality of service and of employment of certificated teachers. (Note: discussions with various representatives confirm complete impracticability of consideration of a numerical ratio since a number of factors -- grade level, subject area, necessity for close supervision, competence levels of teachers, responsibility attainment by students, population density, availability of funds, nature of facilities, and others, all contribute to decisions of staffing.)
- (2) The benefits of prescription of professional preparation programs, selection procedures for candidates, and regulation of certificates to practice would be lost.
- (3) Such a position seems patently unacceptable to the public which expects government to assure adequate levels of competence and expertise necessary to ensure minimum levels of quality of public education.

Conclusion

The report has attempted a comprehensive review of the

current situation with respect to utilization of instructional aides in Alberta and other regions. The variety of contextual circumstances and intentions which have set precedents and led to the present status of affairs has been reviewed. There is no controversy accompanying the employment of school aides, library technicians, clerical aides and similar occupational categories provided that the job tasks do not involve instructing students.

There is some controversy accompanying the utilization of instructional aides, whether employed or volunteer, in classrooms and other learning stations.

The controversy appears to centre on the lack of definition of the term "teach" as it appears in the School Act, and the tendency of some persons to rely on standard dictionary definitions of "teach" in association with the more precise statutory identification of teachers.

A "teacher" in Alberta appears to be a person who meets all of a set of qualifications: completion of an appropriate program of studies, possession of a valid Alberta certificate, is employed in a position for which a school board requires a teaching certificate, receives payment according to the collective agreement between teachers and their employing board, and consequently, is a member of the Alberta Teachers' Association and participates in the Teachers' Retirement Fund. Logically, a person who does not meet one or more of the qualifications is not a teacher, and any job performance of such a person who is not a teacher is not teaching.

Observation of the performance of teachers indicates that the person may perform a number of para- and sub-professional tasks which may be allocated to clerical and school aides and others. A number of instructional tasks may be included in the domain which overlaps what a teacher must do if auxiliary assistance is unavailable, but which may be appropriately allocated to selected qualified assistants who are available. Mutually exclusive lists demarking the separation between professional teacher tasks and auxiliary assistant tasks are not likely to be universally applicable but may be prepared for specific situations.

Review of such specifications in case descriptions, indicates that current practices seem beneficial to the students and appear to be within the range of propriety judiciously determined by the teachers whom the aides support.

Four alternative policy directions are identified for analytical purposes. It must be acknowledged that actual selections may be made by employing various combinations and proportions of some of the alternatives. The following recommendations are based on a preference for Alternative No. 3.

Recommendations

- (1) That the Department of Education Act, Section 7, be amended by adding a section:

"The Minister may make regulations concerning the employment of non-teacher-certificated persons as instructional aides to teachers."

- (2) That the School Act, be amended by renumbering Section 73 as Section 73(1), and adding:

"Section 73(2). A board may, subject to the regulations of the Minister, employ non-teacher-certificated persons as instructional aides to teachers."

- (3) That for a minimum of one year effective August 15, 1973, school boards employing Instructional Aides be required to list the general duties and to register the names of such persons as indicated by "Instructional Aides Registry Form" (See Appendix G for sample).

- (4) That administrative guidelines be published by the Department of Education supporting the principles that:

- (a) All students in public schools in Alberta must be assigned to the jurisdiction of one or more teachers who will undertake professional responsibility for the diagnosis of learning

needs and inadequacies, design and prescription of appropriate programs of study, implementation of such programs whether exclusively by teachers or assisted by instructional aides, and evaluation of progress and achievement.

- (b) School boards shall employ an adequate number of teachers and may employ instructional aides to assist such teachers.
- (c) Instructional Aides shall be employed only after consultation with the principal and other teachers of the school.
- (d) Instructional Aides shall be assigned to one or more teachers, and only with the prior consent of the affected teachers to utilize such an aide.
- (e) Instructional Aides may be employed on a volunteer, part-time, or full-time basis, but will not assume exclusive responsibility for the instruction and supervision of pupils.
- (f) The duties of instructional aides shall not include:
 - (i) the determination of instructional objectives;
 - (ii) making decisions regarding the relevance of certain activities or procedures for the attainment of instructional objectives;
 - (iii) making decisions regarding the selection of teaching materials;
 - (iv) making judgements on the attainment of

instructional objectives or interpreting the results of objective tests;

(v) prescribing or executing punishment or making overt criticisms or comparisons of the student.

(g) Proposals for the employment of instructional aides are subject to the prior approval by resolution of the school board.

(5) That the Board of Teacher Education and Certification review the inclusion of a component on utilization of instructional aides as part of the pre-service program of candidates for teaching certificates.

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Appendix A

Appendix A

Extract from Shane, H.G., and Shane, J.G., "Forecasts for the Seventies."

The roles and responsibilities of teachers will alter throughout the next decade. Future - think suggests that between 1970 and 1980 a number of new assignments and specialities will materialize if present trends continue.

For one thing, the basic role of the teacher will change noticeably. Ten years hence it should be more accurate to term him a "learning clinician." This title is intended to convey the idea that schools are becoming "clinics" whose purpose is to provide individualized psychosocial "treatment" for the student, thus increasing his value both to himself and to society.

In the school of the future, senior learning clinicians will be responsible for coordinating the services needed for approximately 200 to 300 children. In different instructional units (an evolution of the "team" concept) we will find paraprofessionals, teaching interns, and other learning clinicians with complementary backgrounds. Some will be well-informed in counseling, others in media, engineering, languages, evaluation, systems analysis, simulation, game theory, and individual-need analysis.

But on the whole, the learning clinician will probably not be appreciably more specialized in subject matter disciplines than he was in the 1960's except for being more skilled in using educational technology. He will do more *coordinating* and *directing* of individual inquiry and will engage in less 1968-style group instruction. He will be highly concerned with providing and maintaining an effective environment, skilled in interpersonal transactions, and able to work with persons of different ages and learning styles.

Ten years from now, faculties will include --

Culture analysts, who make use of our growing insights into how a subculture shapes the learning style and behavior of its members.

Media specialists, who tailor-make local educational aids, who evaluate hardware and software and their use, and who are adept in the information sciences of automated - information storage and retrieval, and computer programming.

Information-input specialists, who make a career of keeping faculty and administration aware of implications for education in broad social, economic, and political trends.

Curriculum-input specialists, who from day to day make necessary corrections and additions to memory bank tapes on which individualized instructional materials are stored.

Biochemical therapist/pharmacists, whose services increase as biochemical therapy and memory improvement chemicals are introduced more widely.

Early childhood specialists, who work in the non-school preschool and minischool programs and in the preprimary continuum.

Developmental specialists, who determine the groups in which children and youth work and who make recommendations regarding ways of improving pupil learning.

Community-contact personnel, who specialize in maintaining good communications, in reducing misunderstanding or abrasions, and placing into the life of the community the increased contributions that the schools of the 1970's will be making.

Appendix B

Appendix B

Extracts from recommendations, Alberta Music Resources
Conference.

MUSIC PROFESSION

4. We recommend that the question of certification no longer be a barrier in the utilization of professional musicians in the Separate and Public Schools of Alberta.

MUSIC EDUCATION

2. Music teaching should be conducted by music specialists from the outset. We believe that there should be a major review of credentials for music teaching based on our belief that present criteria for accreditation are grossly inadequate. We support greater use of practitioners and teachers from the private sector, and a greater emphasis on teaching ability rather than on formal academic qualifications. We further believe that a continuing review of credentials should be conducted by a body containing a significant number of music practitioners who are not necessarily university graduates nor members of the Alberta Teachers' Association.

Appendix C

Appendix C

Career Patterns. Excerpt from *Paraprofessionals*.

Delaware's career ladder allows participants to enter at various levels and move up on the basis of training and experience (see chart and description which follow):

	Instruc- tion Ladder	Guid- ance Ladder	Library Ladder	Social Service Ladder	Home-School Liaison Ladder
Certification	↑				
IV. Intern				↗	→
III. Associate			↑	→	→
II. Assistant				→	→
I. Aide	A	B	C	→	→

<u>Position</u>	<u>Learning Teaching Activities; Job Descriptions</u>
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Teacher Aide	(1) Supervise small group activity. (2) Obtain and operate AV equipment in classrooms for teacher presentation. (3) Assume some supervisory responsibility during special classes. (4) Assist in administering tests with teachers and/or counseling personnel. (5) Check out learning materials at teacher's direction. (6) Participate in faculty meetings, including teacher inservice programs.
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Teacher Assistant	(1) Assume tutorial responsibilities for individual children under teacher's direction. (2) Assume instructional responsibilities for short periods of time with small groups under teacher's supervision. (3) Assume responsibility for some activities, such as games, physical education and library work. (4) Prepare materials for follow-up instruction, select high-interest supplementary materials, use teaching machine, filmstrips, etc. (5) Assist pupils in use of tape recorders, typewriters, projectors.
-------------------	--

Teacher Associate (1) Develop instructional material in all content areas to be used by any or all students. (2) Assume group instructional responsibility for the classes at regular intervals. (3) Assume an active role in planning goals and instructional activities with the teacher. (4) Assume more responsibility with less supervision by the professional. (5) Set up areas for special activities, arrange interesting and inviting corners for learning--sciences, reading and investigating areas. (6) Tutor, prepare charts.

Teacher Intern (1) Internship under supervision with increasing independent activities. (2) Assist in any teaching activities as planned with the teacher, manage the class alone, make reports and home visits.

Expanding expectations for what auxiliary personnel could accomplish were accompanied by an expansion of job titles and job descriptions for paraprofessionals. The Board of Education created four kinds of paraprofessional positions for the classroom and three kinds for work with parents in local communities, plus one training position.

The eight positions and the general duties of each were as follows:

1. Educational assistants were employed to help classroom teachers plan and conduct lessons.
2. Educational associates were given duties similar to those of educational assistants, but with somewhat greater responsibilities.
3. Student aides were employed to help younger children with homework.
4. Teacher aides were appointed to assist classroom teachers in routine, non-professional tasks.
5. Family assistants were added to school staffs to visit homes, assist families with their housing, income, health and education needs by identifying local agencies that can assist them; and encourage parental participation in school activities.
6. Family workers were added for functions similar to those of family assistants, but with additional duties in recruiting and registering children, escorting them to and from school, checking on absentees and doing related work.

7. Parent program assistants were employed to plan and coordinate the activities of family assistants and family workers.
8. Auxiliary trainers were also brought in to assist in the training of paraprofessionals and the management of their work.

Appendix D

Edmonton Public School Board

EDMONTON, ALBERTA

March 14, 1973

We as a staff have spent many hours of discussion and thought on the question of volunteer aides at our school. We feel that volunteers are helpful but on the whole they are often unreliable - not showing up at the proper time and not phoning to say they cannot make it. Volunteers are hesitant to correct misbehavior, send the child back to the room, or even mention difficult situations so that "acting out" behavior often goes unchallenged. The assignment of appropriate tasks is difficult and usually ends up as being just busy work. Learning involves teaching, evaluating, and reteaching until a concept is learned. In order for this type of learning to take place the teacher must work with individuals and groups for varying and undisturbed amounts of time. As you can see extra professional help is essential. Professional persons would be qualified to supervise, give assistance, diagnose, and plan, all of which cannot be done by a volunteer aide. The task of working with slow learners should not be relegated to volunteers, but unfortunately this is often the case. Volunteers are unable to handle discipline problems, the children which take so much of the class time, and volunteers are unable to supervise the class while the teacher works with this problem child.

We have been unable to find aides which are happy typing, drawing, counting money, or marking objective tests. We have been unable to find aides which can and will run the duplicating equipment. The person, the time, and the job just never match.

Work with volunteers is at best piecemeal and lacks continuity. Certainly the child benefits by the increased interaction, but how much does he benefit? Is this system the best we have to offer?

More thought needs to be spent on the concept of educating today's child. Other approaches are within our reach. Budget restrictions are not so severe as to preclude a sound education. It appears to be a matter of priorities and selfless thought.

We do not feel that volunteers are an answer to the problems of educating children today.

Yours very truly,

Staff

Edmonton Public School Board

EDMONTON, ALBERTA

March 21, 1973

As a volunteer aide my educational background is an 11 month university course in hospital laboratory technique, with four years of practical experience in hospitals, as head of various departments. During this time my duties included teaching students in these departments. My interests are wide and varied and lean towards the arts. Not the least of my education was becoming a mother of two children where the "education process" is still continuing. I have also been the president of our community playschool organization.

As preparation prior to becoming an aide, the principal of our school gave a talk to all interested parties explaining the aims of the school in using aides, the conduct required by the volunteers and what our general duties would be. In addition, before each class, the teacher gives oral and/or written instructions about what each child should be doing with me and what we should be trying to accomplish together.

Some types of specific learning situations are:

- (1) Individual reading practice. As an aide I listen to the child read, make sure he knows what he is reading, and ask questions pertaining to his experiences with regard to the story.
- (2) Arithmetic drill in multiplication, division, addition and subtraction.

. . . . continued

2.

(3) Language aid in the composition and writing of stories.

(4) Spelling aid by giving word tests and by help in correcting these tests.

The likely effects upon the students, should volunteer aides be withdrawn, is that certain students who require individual aid could be disadvantaged in their own personal work, because a teacher could not possibly spend that much time with them. With aides, the teacher can spend more time with the class as a whole, benefiting all.

Yours truly,

Edmonton Public School Board

EDMONTON, ALBERTA

March 14, 1973.

May I take this opportunity to put down on paper thoughts about volunteer aides which I have often expressed in person.

We have had a large number of volunteers doing many tasks, and in assessment of value to the pupils may I say that the pupils in this school would not have received the opportunities for learning, which they have received if we had not had the volunteers. I know we have bent regulations as to tasks but we have done this with the pupils interest in mind. Having a number of ex-teachers as volunteer aides we have been rather free-wheeling and salved our conscience with the thought of improved educational opportunity for the pupil.

In essence what a volunteer aide program does is increase the number of adults in contact with a pupil and decreases the teacher pupil ratio to a point where learning and teaching can take place. The teachers have more planning and organizing to do, but are able to have pupils in contact with an adult for longer periods of time.

There are many problems inherent in a volunteer program. The major problem is-the task, the time, and the person. Tasks which may be done by a volunteer are difficult to schedule on a regular basis. Many tasks must be done now and the volunteer does not come in until Wednesday. Using several volunteers for one task loses continuity. Extra personnel in the school are helpful but they need to be full time. Volunteer programs are not the most efficient, but of course, they are inexpensive.

As an educator, I see the use of volunteers as "bastardizing the profession". The staff of _____ school are working to find alternate and more beneficial solutions to the problems of educating today's children.

Yours very truly,

March 12, 1973.

SUBJECT VOLUNTEER AIDES IN THE SCHOOLS

submitted by (Mrs.)
Volunteer at Elementary School

Background Raised on a farm near , Alberta, by Protestant parents. Educated during the depression years, Public and High School. Graduated from McTavish Business College - 1937.

Employed by Provincial Government (Dept. of Lands and Mines) as a stenographer from 1937 to Sept. 1941.
Took a Night Course in Radio - 1940.

Enlisted for Active Duty with the Canadian Women's Army Corps in Sept. 1941 - discharged May 1945. Stationed at Calgary, Alberta, at Headquarters with the Royal Canadian Corps of Signals. Duties included - Radio and Wireless Operator, Teletype Operator, Cipher Decoder - but mainly as Private Secretary to the District Signal Officer.

Married in June, 1942. My husband has been employed by since discharge from Army in 1946.

We have three children - two sons 27 years and 14 years; one daughter 22 years; one granddaughter 11 months.

Interests Involvement with children, school, church, community, mental health and the elderly.

Sports of all kinds (now as a spectator).

Member of Edmonton A.C.L.D. and the Mental Health Organization.

Main hobbies for relaxing are: reading, composing poetry and songs, playing bridge.

Why am I in the School?

In September 1969 on request of the Principal of School, I offered my services as a volunteer to work with children. This was mainly in the area of remedial reading although I have assisted in other areas, including the library and classroom.

- 2 -

is classified an "inner city" school, with many low-income families and a constantly shifting student population.

Having been blest as a parent with three Honor students it was rather a shock to learn how many children need extra help and encouragement with their studies.

Preparation of Volunteer Aides

Trained primarily by Mrs. _____, Reading Specialist with E.P.S.B. but have since been guided by other professionals in this field.

Have attended lectures, in-service sessions and seminars.

In December 1969 was asked to study the Ginn Tutorial Method of Tutoring. (A very structured program planned to provide individual instruction in beginning reading as a supplement to conventional teaching in classrooms which use the Ginn Basic Reader Series). Designed so that it can be carried out successfully by persons with no previous professional training.

After becoming fairly familiar with this method of tutoring I was invited by Principals in various schools throughout the city to explain this program to interested volunteer parents in their areas. This necessitated numerous trips to each school. Have been doing this for the past three years in my 'spare' time.

Tasks undertaken

Since 1970 each Principal at _____ School has requested that I act as supervisor of the volunteer aides. This, in part, entails:

Acquainting all new aides with the very necessary rules and regulations as set forth by the Principal.

Preparing timetables and schedules for each aide and checking that they understand their programs. These programs are prepared after the children have been tested by a reading specialist and conferences held with the teachers.

Coordinating times with all teachers when pupils can be absent from the classroom with the least disruption to their studies.

- 3 -

Keeping an up-to-date list of all remedial materials on loan to the school and returning same at the end of each term.

Hold regular meetings with aides to offer encouragement, smooth out problems, check if more materials are needed, etc.

Fostering and maintaining a good rapport between professional staff and volunteers.

Specific Learning Situations in which Aides are employed

When working with a child on a one-to-one basis (as I do) a separate room is usually allocated to child and aide; at all times still under the supervision of the principal or teacher. Other aides who assist in the classroom are under the direct supervision of the teacher.

This is my present tutoring schedule for Tuesday, Wednesday and Thursday mornings of each week.

9:00 - 9:20	Boy	Grade I
9:20 - 9:40	Metis Boy	Grade II
9:40 - 10:00	Boy	Grade II (2nd year of tutoring)
10:00 - 10:30	Boy	Grade IV (4th year of tutoring)

RECESS (that coffee is really welcome)

10:45 - 11:15	Korean girl	Grade II (2nd year of tutoring)
11:15 - 11:45	Girl	Grade V (2nd year of tutoring)

A daily record is kept of the work done with each child and the materials used. This is confidential and available only to the professional staff concerned.

Two examples follow:

(Child from Grade IV - tutoring time 1/2 hour)

March 12, 1973

Using the Context (A) Lesson 10

7 correct answers, 3 incorrect.

Incorrect answers discussed with child

Ginn Word Enrichment Program - Level IV, Pages 8 and 9

Difficulty with this lesson (adding s and es to words)

Repeat in few days.

Reading - for enjoyment and comprehension "Blue Dog"

Very restless today, unable to concentrate.

- 4 -

(Child from Grade II - tutoring time 20 minutes)

March 12, 1973

Counting up to 100 - needs more help on this
Played with Creative Blocks - knows colors well
"Working with Letters" - Page 33

a, m, i, h, b, t, s

Inclined to reverse words when sounding them out
e.g. 'mat' would be 'tam'; 'tab' would be 'bat'
also reverses letters h, s, and sometimes a.

Praise is freely given to all children no matter
how small their gains.

The likely effect on the student should the volunteer program be
discontinued.

In some cases this would have a very adverse effect.
The following are two samples of the many cases I
work with.

For two years I tutored a little girl in Grades II
and III who was unable to learn to read by ordinary
classroom methods. While in Gr. III she spent 3
weeks at the Special Education Clinic, E.P.S.B.,
being tested. On return to attendance at
arrangements were made for me to work with her twice
daily, each session lasting 30 minutes.

The Reading Specialists at the Clinic guided me on
how to work with her and supplied all the remedial
materials. I reported back to them regularly. Pro-
gress was slow indeed but gradually she was able to
read a few 'low-content' books.

Also tutored her younger brother, likewise tested at
the Clinic.

This little girl and boy are now in an Adaption Class
at another school but she phones me regularly to read
to me and sometimes comes to my home on a Saturday
morning. We rejoice together over her improvement.

This next example is not a happy one. It concerns the
very first child I worked with in 1969, and perhaps the
most willing worker of the many children I have been
associated with. He guarded his tutoring time jealously,
was seldom late and never absent unless ill. This

- 5 -

boy was 9 years old, in Grade IV and so polite. Near the end of the term the Principal gave me much encouragement by saying "what you have done for this child is remarkable". I continued to work with him through Grades V and VI. To my dismay I have recently learned that this boy was expelled from school in December for non-attendance.

I feel if this young lad could have had someone to relate to in the transition from a small familiar school to a larger Junior High, he would still be attending classes.

Personal Footnote

A volunteer's role is not all 'roses'. You may be criticized from several angles. It seems if you choose to work without pay your actions are suspect.

However, I can sincerely say my work with the children has indeed been challenging, sometimes wearying, but always interesting and very rewarding.

These little folk have taught me a great deal!

Thank you for allowing me to express my opinion.

Sincerely,

()

February 6, 1973

Prepared by

SUBJECT: VOLUNTEER PARENTS -- ELEMENTARY SCHOOL
(Term 1972-1973)

Copies To: Mr. , Principal.
 Mr. , Reading Specialist, Zone.
 All classroom teachers - (their students only)

Please Note: Four volunteer mothers will be assisting three mornings a week -- Tuesday, Wednesday and Thursday, either on a one-to-one basis, in the classroom, or both.

These aides are:

LIBRARY -- Mrs. be at each Thursday from 3:15 to 4:15 P.M. to assist children in taking out books and returning them.

 These are the programs for the students from your room, The remedial materials and instructions have been supplied by you or

MRS. - Gr. I

<u>PUPIL</u>	<u>TIME</u>	<u>VOLUNTEER AIDE</u>	<u>PROGRAM</u>
	9:00 - 9:20		<u>Ginn Tutorial</u> - (Includes Sight-reading, Free Reading, Comprehension and Word-Analysis) <u>Alphabet</u> - Upper and lower case Letters and phonics. <u>Progress Plotter</u> - also sight words on flashcards <u>Number work</u> - 1 - 100
	9:00 - 9:20		The same basic program is used for these three children. Drawing pictures and telling stories about them - mother writes stories down and reads them back to child.
	9:20 - 9:40		<u>Alphabet</u> - Upper and lower case Letters and phonics.
	9:40 - 10:00		

- 2 -

PROGRAM

Reading - Low Content - class-room or library
Number Work - 1 to 100. Value of money, pennies, dimes, etc.
Progress Plotter - also sight words on flashcards.

Mrs. and Mrs. will assist in classroom from 10:45 until noon break each Tuesday, Wednesday and Thursday.

MRS. - Gr. II and III

<u>PUPIL</u>	<u>TIME</u>	<u>VOLUNTEER AIDE</u>	<u>PROGRAM</u>
	9:20 - 9:40		<u>Working with Letters</u> -Capital, lower case, phonics <u>Picture Word Cards</u> <u>Progress Plotter</u> - also sight words on flash cards <u>Number Work</u> <u>Reading</u> - Listening Letters, Laughing Letters
(second year of tutoring)	9:40 - 10:00		<u>Group Wood Teaching Game</u> Spelling and sentence structure. Auditory Discrimination exercises. <u>Reading</u> - Blue Dog, All About Horses, He's Your Dog Charlie Brown, etc.
(second year of tutoring)	10:45 - 11:15		Let's Speak English (Wheeler) Picture Word Cards (Dolch) My Little Dictionary My first Picture Dictionary See It, Say It, Use It. <u>Reading</u> - Listening Letters, Laughing Letters and numerous books from classroom and library Spelling and Sentence Structure Word Meanings - (Different parts of the body, clothing, fruit, vegetables, etc.)
Although there is an abundance of remedial material provided for she quite often refuses to use any of it. This rather creates a lack of continuity in her work with me.	10:45 - 11:05		<u>Ginn Tutorial</u> - Includes Sight Reading, Free Reading, Comprehension and Word Analysis. <u>Phonics Workbook (A)</u> <u>Ginn Word Enrichment Program</u> - Level II (Consonant Sounds and Syllables) Sight words and Number work

- 3 -

<u>PUPIL</u>	<u>TIME</u>	<u>VOLUNTEER AIDE</u>	<u>PROGRAM</u>
	11:05 - 11:30		Phonics Workbook (A) Ginn Word Enrichment Program - Level II Reading - how content, high interest - usually books from classroom or library Sight words and Number work
	11:30 - 11:50		Ginn Tutorial Frostig work - (for visual and auditory discrimination & coordination) Reading - books from library Number work. Spelling and sentence struc.
Mrs. will assist in classroom from 9:00 - 10:30 a.m. each Tuesday, Wednesday and Thursday.			
	9:00 - 9:30		Ginn word Enrichment Program - Level 3 & 4 Cross Word Teaching Game (Dolch) Reading - Blue Dog, The Flying Squirrels and library books
	9:30 - 10:00		Helson - First Course (Phonic Drills) Reader's Digest - Book I Part I Using the Context (C)
	10:00 - 10:30		Helson - First Course Part I New Practice Readers (C) Group Word Teaching Game Reading - The Almost Ghost, The Barking Cat
	10:00 - 10:30		Ginn Word Enrichment Program - Level 3 & 4 Using the Context (A) Group Word Teaching Game Reading - The Flying Squirrels and short stories Spelling and sentence structure Auditory Discrimination exercises
has been tutored by me since he started school in 1969 and has been tested each year by a Reading Specialist			

MRS. - GR. IV and V			
<u>PUPIL</u>	<u>TIME</u>	<u>TUTOR</u>	<u>PROGRAM</u>
	11:15 - 11:45		Words to Use Word Analysis Practice Reading - Morgan Ray Mystery series "My Brother Stevie" Sentence Structure and spelling
was tutored in Gr. II but not in Gr. III			

- 4 -

<u>PUPIL</u>	<u>TIME</u>	<u>TUTOR</u>	<u>PROGRAM</u>
	10:00 - 10:30		<u>Drawing Conclusions (C)</u>
was tutored in Gr. IV and V by various mothers and from Jan. to May 1971 and 1972 by Mrs.			<u>Reading</u> - for enjoyment and comprehension - "Space Pirate"- will continue on next in series when this is completed Spelling and Sentence structure

Volunteer aide :

Background, interests and preparation

I grew up in Alberta, enjoying the freedom, beauty and opportunities of this country. I also appreciated the educational privileges afforded me and graduated from high school with a senior matriculation certificate, then went on to Normal School.

As a teacher I was thrilled when little ones learned to recognize words, read sentences and books. I also had the satisfaction of teaching a child, who knew no English, to speak read and write our language. As I observed children in Grades 4, 5 & 6 I realized that poor readers were getting low marks in other subjects simply because they were not reading with understanding. It seemed difficult to improve reading skills at that late stage. Therefore I became convinced that good reading habits and skills should be established early. As a mother I was amazed to find my children reading at an early age as a result of incidental teaching.

Reading skills and enjoyment became of major interest to me. I read about them, discussed them with teachers and one winter helped a reading specialist with Grade 5 pupils who were reading at less than a Grade 2 level. Sometime later the opportunity to work at _____ School arose, this is my third winter there.

Last fall I took the course offered by the Edmonton Public and Separate School Boards to volunteer aides. This I found most helpful and it further

stimulated my interest and enthusiasm.

Specific learning situations

After the teacher has taught the new words etc., I encourage silent reading for meaning and listen to children read orally to make sure they are reading. I also supervise their workbook assignments, encouraging them to read rather than guess or copy the work of others. Sometimes I drill them in words previously taught by the teacher. Also I have worked in the preparation of flash-cards, handwork etc.

Effect, should the volunteer aide program be discontinued

This is a rather difficult question for an aide to answer. We hope the program is giving extra help and attention which some children need and which teachers have neither time nor energy to give. Only those who do the testing can determine if this is being accomplished and if discontinuation of the program would be detrimental in any way.

Edmonton Public School Board

EDMONTON, ALBERTA

March 15, 1973.

As the administrator of an Inner City school, I have become fully aware of the specific needs of the children who attend this school. Due to their disadvantaged background, poor home environment and lack of a variety of meaningful experiences they enter school inadequately prepared to cope with the presented curriculum and in many cases with severe handicaps.

In this school approximately 50 students are new Canadians. They use English as a second language and their problems are compounded due to this language barrier. Additional stress is placed on the classroom teacher who has to cope with a classload of 26, (8 of whom neither understand nor speak English).

In an attempt to provide individual attention for these as well as the many low average students who attend this school, and in order to reinforce the concepts which have been taught by the classroom teacher and to provide maximum educational benefits for the students of this particular school, volunteer aides have been encouraged to assist in various capacities.

The volunteers come from many different backgrounds, they have varying interests. However, they share one common bond - they love children and are interested in the welfare of children. We have had among our volunteers several University Students, retired teachers or parents who wish to help children. For our breakfast and lunch programs we have used ladies from several church organizations and Students from Grant MacEwan College.

The volunteer goes through an orientation period. At first, the school's philosophy is discussed, then, the problems which we encounter are presented and finally the duties of the volunteer are outlined. Due to individual differences and in order to prevent conflict of personalities which can only lead to frustration, for a period of approximately a week, the volunteer is assigned to several teachers to observe or to assist in marking books, mixing paints, etc. At the end of this period and by mutual consent the volunteer is assigned to 2 or 3 teachers.

In the past volunteers have enrolled in the courses which are offered by the Edmonton Public School Board.

Aides are placed under the direct supervision of teachers who request this type of assistance. The aides listen to children read, they use flash cards for drill work, they assist in marking books, preparing stencils, etc. Aides are used to prepare and dispense food, to wash dishes and supervise noon hour activities. Others are involved with extra curricular activities and cultural development programs.

Should the use of volunteers be discontinued, many of the programs which we are now offering to our students will have to be terminated. The extra attention and assistance which many of our handicapped students need could no longer be provided and the children will naturally suffer.

- former teacher, interested in, and wishing to help children in the Division One Program.

Listens to Oral Reading in the years one and two, in small groups, or individually as required.

Supervises completion of seatwork exercises by pupils who need encouragement to work by themselves.

Conducts word and phrase drills as reinforcement for word recognition.

Pupils receive extra help in a one to one relationship that the classroom teacher does not always have time to give.

is a teacher who is interested in helping children and teachers. She takes individual children aside to deal with their particular need.

If she stopped coming these needy students would naturally advance less rapidly.

is very dependable and steady, and kind and gentle as well as efficient. I appreciate her help.

has been a volunteer aide working with my two new Canadians (Egyptians) since the earlier part of the school term. During these past months I have found her aide beneficial to the two pupils.

I task is to take these two pupils aside and help them with their reading. Also I have had her work with them on various games on phonics, words of opposite meanings, etc.

I have in my class two other new Canadians (Koreans), plus another group of low average grade three readers. I've found it difficult to give these new Canadians the amount of individual attention I feel they require. Thus I feel the volunteer aide's assistance is helpful.

Use of Volunteer Aides

Volunteer aides are most successfully and usefully involved in a variety of extra-curricular activities. Indeed, many such activities are only possible under present staffing arrangements with a supply of suitable volunteer aides.

Specialized Programmes

Although lip service is paid to the theoretical necessity of a school luncheon programme, of a breakfast programme and of extra cultural enrichment for deprived children, it is left to the ingenuity of the individual schools to staff and organize such programmes.

Qualification for Aides

Qualification for aides should include the ability to create rapport with children and some kind of working knowledge and ability in the field of their employment. For example, should an aide run a little music group in the lunch hour, some knowledge of suitable records or the ability to play the piano or guitar is desirable.

In certain circumstances where, for example, a retired teacher becomes a volunteer aide, some individualized help for problem learnings is an advantageous possibility.

Cultural Enrichment

In this school, where several such aides are currently performing a variety of extracurricular services for our children, we have fortunately been able to develop a very unique and rich programme, making the fullest

- 2 -

use of our multi-ethnic situation: turning to cultural advantage what could have been a handicap.

In many cases our children have formed a close rapport with the volunteers with whom they come into contact. In this area of social problem and economic deprivation, it would have a most deleterious impact on the children we are striving to help if these aides were removed. The professional teaching staff at this school has, after considerable effort and study, formed a complex team which now functions satisfactorily. A discontinuance of the use of volunteer aides in this school would cause a severe cutback in our specialized programmes and would be much regretted by the entire staff.

In response to a request by the principal of our school the following is a resume of the volunteer aide program at our school as I have observed it.

I am a mother of two children, ages 9 and 7, who attend the school at which I am a volunteer aide. The aides at our school are all mothers of present or former pupils of the school. Each one donates different amounts of time to the aide program. Generally, each aide gives at least one morning or afternoon a week on a regular basis and usually more than this.

I was a typist with the federal government before marriage and have a variety of interests and hobbies. Some of these were: Working as editor of a women's page in a small twice monthly newspaper, little theatre work, counsellor for girls age 10 - 13 at a local YMCA and work with a variety of charitable organizations in fund raising, etc. To prepare for my aide work I completed Mr. Fleisher's course at M.E. LaZerte Tuesday evenings last fall.

Work undertaken by our aides are many and varied. I would like to outline the work done by all aides before I specifically outline mine. Aides are employed in many clerical duties for the teachers, such as: typing, (anything from articles to stencils), mimeographing, laminating, printing charts, etc., art work (for example a picture of a clown which is coloured with the primary colours so that the teacher can illustrate same) cutting paper, stapling booklets, repairing books and cleaning and organizing store rooms, etc. Classroom work could be, listening to reading, assisting with printing, mathematics and a variety of other tasks as directed by the teacher. Our school has also set up a remedial reading program where the teachers have submitted names of the students they feel would benefit from a one-to-one reading program. These are cardexed with various information on them regarding level of reading, comments of teacher and how often they would like the child to have this. When an aide has free time she pulls a card and asks the teacher if that particular child is free to come for reading. Field trips also require aides to assist with students and provide transportation in some cases. During the Canada Fitness Tests aides were used as testers. The school field day required a great many aides to act as judges, timers, and refreshment booth workers.

My specific work is divided into a regular morning a week in the Junior Opportunity Class as well as assisting the librarian whenever possible in the library. My classroom work includes listening to reading on a one-to-one or a small group whichever the teacher wishes, helping with mathematics or perhaps reviewing clocks and the mystery of telling time. Sometimes the teacher asks me to read a story to the class or print a story for a pupil on their art work. At recess time I may tie a scarf, or do up a button, pull on a pair of boots or just listen to something

which is important to a small student.

In the library I work with the new books and take them through many steps including accessioning, typing cards, pasting, etc. to process these books so that they may be placed on the shelves.

The effects of the removal of aides would be a loss not only to the students but to the teacher as well. Here is a group of mothers who are willing to give up their time to do all the tasks outlined above, and I'm sure many more I've forgotten to mention, so that the teacher will have more time to give to those children who require her skill and knowledge. We ask for no money, we want no one's job, but simply
THE BEST POSSIBLE EDUCATION FOR OUR CHILDREN.

- 1) Aide gives "mother-like" relationship to certain children who need it, releases teacher to teach rather than play mother role.
- 2) Prepares materials for teacher's use, e.g.:
 - stencils are run off
 - word cards
 - fact cards
 - games
 - etc.
- 3) Supervises games played.
- 4) Gives drill in words, facts, phonics, etc.
- 5) Assists with supervision on field trips.
- 6) Assists with the putting on and taking off of outdoor clothing; tie shoes, do up zippers, buttons, scarfs.
- 7) Gives attention to disruptive children.
- 8) Spends time in exercising concentration to expand "concentration span".
- 9) Aids the teacher with correcting exercises and workbooks.
- 10) Listens to a child reading.
- 11) Takes down dictation as a child tells a story. Prints the stories on chart paper.
- 12) Gives children assistance with spelling through drill in spare time.
- 13) Assists during "art" periods, e.g.:
 - finger painting
 - paper cutting
 - painting

Volunteer Aide Report

Background

Grade 12 completed.

Four years of teaching Sunday School, ages 4 to 6 and age 9.

Interests

Working with children.

Major interest at present with own family - one child in grade three and one child in grade five.

Preparation

Preparation considered to be quite impractical. Although presentations were interesting, certain criticisms can be made after having worked as a volunteer aide for the past four months.

1. Nothing was taught about "child management", which is extremely important in actual classroom situations. The Parents Are Teachers book by Becker (Research Press) would have been most appropriate for this purpose.
2. Many lectures focused on cases of extreme disability, with frequent use of vague labels. These descriptions would lead one to believe that such children were fairly common in the schools - and they don't seem to be!
3. Even when these cases were described, nothing was really said about what could be done to help them.
4. There was really very little actual preparation for what volunteer aides might be doing in the classroom. Aides really had no idea of what to expect until they started.
5. Curriculum materials were displayed but not explained.

Present Working Situations

1. Phonics drills using the Hegge-Kirk materials with 3 grade three pupils.
2. Monitoring oral reading of small groups of grade five students (3-4 children).
3. Dictating and checking of spelling exercises to small groups of grade five children.
4. Assisting teacher in preparation of materials.

D.2.WRITERS IN THE CLASSROOM

A Preliminary Report on a Pilot Project
 By John Patrick Gillese
 Supervisor, Creative Writing Division
 Cultural Development Branch
 Government of the Province of Alberta

	<u>ST. ALBERT HIGH SCHOOL</u> <u>St. Albert, Alberta</u>	<u>ST. ALBERT HIGH SCHOOL</u> <u>St. Albert, Alberta</u>
<u>Writer-Instructor:</u>	Mrs. Mary Mark	Mrs. Margaret C. Johnson
<u>Teacher in Charge:</u>	Mrs. Cora MacMillan	Mrs. Marion Ferry
<u>Number of Students</u> <u>Taking Course:</u>	30	32
<u>Grade Level:</u>	11 (under average)	11 (over average)
<u>Date of Commencement:</u>	Feb. 24, 1972	Feb. 24, 1972
	<u>SIR GEORGE SIMPSON</u> <u>St. Albert, Alberta</u>	<u>FR. KENNETH KEARNS SCHOOL</u> <u>Sherwood Park, Alberta</u>
<u>Writer-Instructor:</u>	Mrs. Margaret C. Johnson	Mrs. Mary Mark
<u>Teacher in Charge:</u>	Mr. Nick Chodan	Mr. Joseph Sheen
<u>Number of Students</u> <u>Taking Course:</u>	over 40 *	35
<u>Grade Level:</u>	6	4, 5 & 6
<u>Date of Commencement:</u>	March 8, 1972	March 7, 1972

* We have (on a trial and error basis) urged that no "writer-teacher" take over 35 students -- but exceptions occur.

Commencing February 24, 1972, a pilot project of an extraordinary nature -- and holding significant meaning to both educators and writers -- was launched by the Creative Writing Division in four schools adjacent to the City of Edmonton. In each school, a writer was sent in once a week for a period of five consecutive weeks, with one objective: to make writing in the classroom "come alive."

Our theory is based on the maxim that, "as reading is the key to knowledge, writing is the key to learning." Theoretically, the student can be shown the keys to creative writing so that a love of all written expression is unlocked, with spectacular results throughout the rest of his educational life. Begun early, he will be a top "essayist" or "composition writer" by Grade XII. At the University level, writing a thesis will be a "pushover." At the same time, his broad base of learning will expand accordingly, so that in history, social studies and, in fact, in all written works, he will excel.

Our "teacher-writers" do not compete with teachers -- and, indeed, have excited possibly more interest among teachers than among the students. We make passing reference at best to errors of spelling, grammar, etc. Our job is to show the students the tricks that every professional writer uses to make his writing come alive -- such simple things as exciting titles, paragraphing, the use of anecdote and dialogue, etc. We never involve ourselves in any area of school politics (e.i. the pros and cons of family-life education).

Attached to this report is an article from Alberta English entitled "To a 10-year-old Writer - With Love"; and I feel it is significant that the editor says of the basic idea that it "is arousing considerable interest

Page 3

in the province." It seems to me to be paramount that we have the good will of educational officials prior to starting such pilot projects -- and this was attained from several months of liaison with them, particularly with officials of the ATA (including an all-day workshop conducted by myself for ATA editors).

It goes without saying that some preliminary instruction to the writers who will go into the classrooms is likewise necessary. In our case, we conducted a special seminar for them. In the pilot project, I picked what I felt were the two best writers for our purposes -- not necessarily because of their writing records but because they are able to teach the principles to students.

The two I chose for the first four schools are Margaret Coleman Johnson, who was originally an instructor of creative writing in the adult education area of the Edmonton School System; and Mary Mark, who worked on the Edmonton Journal and has a sincerity that goes over very well with students.

Mrs. Johnson took two groups of students at the St. Albert High School, while Mrs. Mark took the grade 4, 5 & 6 students at Father Kenneth Kearns School (Sherwood Park), and the "under-achievers" in grade 11 at St. Albert.

RESULTS

We provided evaluation forms to be filled in by supervisors or teachers in charge of the classes.

The first question we asked was: "Do you honestly believe this project was worth your students' time and your financial investment?" In every case, the answer was an emphatic "Yes!"

Our second question: "Did the teachers profit (through ideas, techniques, creative stimulus) from 'sitting in'?" The enthusiastic "Yes" was

elaborated on in one case with this statement: "One teacher remarked that when she began trying some of the ideas of Mrs. John she was amazed at the amount she had learned."

The third question: "Were participating students excited or enthusiastic by the appearance of a working writer?" was answered by "definitely!" -- or even more enthusiastic assurances.

Thus it went throughout the entire questionnaire -- an unbelievable, but not exaggerated 100 percent acceptance of this course by students and teachers alike.

Would the schools like the course repeated? "Yes!" Once a year or more frequently? "Yes" again -- and in all manner of ways; for selected groups, for different classes, etc. Mrs. Marrion Ferry (St. Albert High School) stated: "Many students felt 10 sessions would have been better than 5."

It is too complex to photocopy the evaluation forms (and the penmanship makes them difficult to read) but it is impossible to exaggerate the acceptance to this course in the first four classrooms of our pilot project. The original forms, including some 35 representative samples of student opinion (all unsigned) are on file. These student comments should be invaluable to educators -- and they are sheer euphoria for writers.

To avoid costs which the new Creative Writing Division could not undertake -- and to make the schools feel a full sense of participation -- the schools themselves paid for the instruction, which was offered on a basis of \$25 for one visit or \$100 for five consecutive visits. (All schools took the \$100 course.) Asked if they felt the project was worth the money, the unanimous verdict, as previously mentioned, was "Most definitely!"

The time required for such instruction is generally what the teachers call "a double class period" (70 to 80 minutes). Usually from two to six

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teachers sat in and, as indicated earlier, were more enthusiastic than the students.

This is a ~~general~~ interim report and undoubtedly deserves proper statistical analysis (which is not in our field to provide). I shall be talking, during April, to several hundred additional teachers -- and I have no doubt that if funds can be appropriated through their budgets, ultimately most schools will want this specialized help.

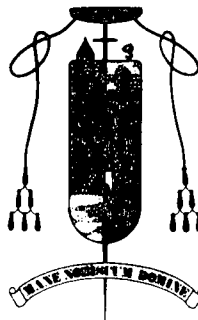
Just as the schools are able to bring in craftsmen, potters, artists, musicians, etc. so now we have proven the worth of perhaps the most important field of all -- instruction in creative writing that will benefits the students not only during their educational lifetime but for the rest of their lives.

April 18, 1972

JPG/mml



Appendix E



BISHOP CARROLL HIGH SCHOOL

4624 RICHARD ROAD S.W., CALGARY, ALBERTA

T3E 6L1

TELEPHONE 249-6601

Principal: R. E. Lowery, M.S., Ed.D.

V.P. Personnel: T. D. Halbert, M.Ed., Ed.D.

V.P. Administration: A. F. McLean, M.A., Ed.D.

Activities & P.R.: R. Whitburn, B.Ed.

Member:

NASSP Model Schools
Project

An individualized science program presents many unique and beneficial learning experiences for both student and teacher. A teacher's time is of utmost importance in such a program if the personal, teacher-student contact is to be maintained. At Bishop Carroll, we offer a varied science program in which approximately 1500 students are registered at any given time in any one of the three basic disciplines of science.

We, as science teachers must be freed from many of these painstaking and time consuming tasks which would greatly tax our available time spent with students. It is for these reasons that we greatly rely on the assistance of instructional aides. Following are some of the duties we outline for our aides which give us more free time to be spent with our students.

1. Clerical Assistance

We keep complete and up-to-date files on all students taking science courses. The amount of bookkeeping and filing of exams and reports is voluminous. Our aides are invaluable in assuring that these files are kept up-to-date.

2. Library Assistance

We supply all texts for the various science courses, and our science library is quite extensive. All text, library material, and course material (units and unit-paks) is distributed to the students on a daily check-out basis. It is a very busy, and time consuming task for which the aides are responsible.

3. Laboratory Assistance

One of the major problems of an individualized science program is the fact that all laboratory material must be prepared and ready for use at all times. It is largely the function of the aides to free the teachers from the tasks of preparing solutions, keeping equipment in working order, knowing where materials for various experiments are at

- 2 -

all times, cleaning glassware, helping students set up experiments, and last, but not least, supervising labs. Freeing teachers from these time consuming tasks, allows for greater independent student-teacher contacts, seminars, study groups, large group presentations and small group discussions.

4. Marking Assistance

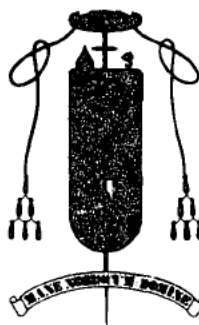
With the number of students in the science program, the number of lab exercises and exams to be marked is considerable. We utilize our aides in the evaluation of objective type exams and laboratory exercises.

5. Assisting Students

Another valuable function performed by our aides, is in assisting students who require their aid in the laboratory. Many reoccurring questions or problems can be handled quite easily by the aides.

We require a minimum of two years university education of our aides and find them invaluable. An individualized program run on the scale which it is in our science department, could not survive unless the certified teaching staff were freed from many of the clerical tasks mentioned above. We find the non-certified staff an essential and integral part of our total science program.

Science Department,
Bishop Carroll High School.



BISHOP CARROLL HIGH SCHOOL

4624 RICHARD ROAD S.W., CALGARY, ALBERTA

T3E 6L1

TELEPHONE 249-6601

Principal: R. E. Lowery, M.S., Ed.D.

V.P. Personnel: T. D. Halbert, M.Ed., Ed.D.

V.P. Administration: A. F. McLean, M.A., Ed.D.

Activities & P.R.: R. Whitburn, B.Ed.

Member:

NASSP Model Schools
Project

March 27, 1973

Science is perhaps one of the areas best suited to an individualized study program, for ideally science is not a text book subject, but rather is best learned by a first hand, experimental methods. The success of such a program, however, depends upon the availability of personnel qualified to aide students in experimentation and as well as general problem solving. Without this individual contact, most students would become bogged down by seemingly insurmountable problems.

A teacher's responsibility such as student counselling, curriculum, small and large groups, faculty meetings, etc, allow them to be present in the science area for only a limited amount of time. For this reason, aides are an indispensable part of the science team. General Aides perform the tasks of distribution of a wide range of resource materials to the students as well as maintaining files for each science student.

Instructional Assistants, who have had a minimum of two years of University Science, provide academic assistance to the students. Most of our time is spent in the laboratories where the students perform a wide range of experiments in all three basic science areas. Assistance is required in the procurement of apparatus and materials, experimental techniques, and interpretation of results. In addition, much of our time is spent in assisting students with theory problems; problems which are often the same with every student. Another task we perform is the evaluation of students' lab reports.

It would be impossible for a teacher to perform these tasks on a one to one basis.

It is true that we are aides (and are treated as such by the school administration.) However aides are crucial to the success of the individual study programme in science.

INSTRUCTIONAL ASSISTANT - BISHOP CARROLL HIGH SCHOOLSOCIAL SCIENCE DEPARTMENTPerceived Prerequisites:

In terms of preliminary training a comprehensive knowledge of subject matter is essential. A degree in subject area would thus prove very useful. General clerical experience has also proved useful as has experience with audio-visual equipment. Since 80% of the Instructional Assistants' time is spent in direct contact with students, an additional but less tangible requirement is the ability to relate effectively with the students.

Sample of Duties: The Instructional Assistant is primarily responsible for the operation of the Resource Center.

A considerable amount of time is taken in performing necessary clerical and organizational duties.

Supplies for normal operation of the resource center must be maintained. This involves duplication of resource material, ordering of study prints for the center, assembling of vertical file pertaining to the Social Sciences and slide preparation when needed. As the functioning of the resource center is similar to that of a library and effective operation depends on availability of resource materials. much time is taken checking books in and out and locating books and other materials that have not been returned by students.

Day to day duties involve assisting students individually by interpreting and discussing questions in their unit-paks and guiding them to resource materials.

Marking of all objective tests is done by the Instructional Assistant. Concurrently with all other duties discipline and a reasonable noise level must be maintained. This is a paramount requirement before effective functioning of center can occur.

Needs Fulfilled:

A. Student: Students have the benefit of a qualified "resource person" available for ALL of their independent study time. The relationship between an Instructional Assistant and a student tends to be more informal, which is an advantage in the learning situation.

B. Teacher: Having Instructional Assistants in this school has enabled the certificated teacher to devote himself more to the students in an advisory and directional capacity. The teacher has been able to spend more time developing and improving curriculum as he is freed from much of the disciplinary, supervisory, and clerical duties now performed by the Instructional Assistant.

Presently much of my time is taken with clerical work. I feel I would be much more effective if I spent more time with students. Vagueness in role definition and political considerations such as A.T.A. objections have proved frustrating as I am not allowed to perform certain functions which are well within my capabilities. Specifically this would mean marking of unit-paks and contributing to development of curriculum along guidelines set by the certificated teacher. Salaries at present are a frustration as they are not commensurate with qualifications.

School operation pattern is based on individual study programs. If Instructional Assistants were no longer present, the operation pattern would have to be changed or drastically curtailed. If resource centers in any form were to exist there must be continuous staffing by personnel either qualified para-professional or certified teachers.

JOB DESCRIPTIONINSTRUCTIONAL ASSISTANT - SOCIAL SCIENCETeacher ViewPrerequisites:

1. At least 2 years university but preferably a Bachelor's degree in history, political science or any area of the social sciences.
2. The ability to relate well to students.

Duties:

1. Know how each course within the total Social Science program is set up in terms of numbers of themes, unit-paks, and units as well as pre and post tests.
2. Know the general content, in terms of factual data, for each of the Social Science programs.
3. To be a resource person for students - assisting them finding materials, *interpreting materials, unit-paks etc.*
4. Assist in marking objective tests.
5. Inform students of their progress as indicated by the Social Science files and maintain an accurate record of such filing.
6. Resource person for teachers - setting up vertical files, assembling materials, research assistant.
7. Assume responsibility for the Social Science Resource Center in the following areas:
 - a) care, repair and maintenance of all materials (books, unit-paks, A-V equipment, vertical files).
 - b) cleanliness and tidiness of the Resource Center.
 - c) attractiveness of the Resource Center by maintaining and changing Displays, etc.
 - d) general discipline and maintenance of a good learning atmosphere.
8. At no time do their duties require them to diagnose, prescribe or evaluate.

..... 2

Effects on School Operation: Should Employment of Instructional Assistants be discontinued?

1. Under the present conditions, it is obvious teachers would then have to assume the duties that are performed by the instructional assistants therefore leaving very little time, if any at all, for:
 - a) meetings with counselees
 - b) developing curriculum
 - c) conducting small group discussion
 - d) preparing large group presentation

English

As an instructional assistant, it seems to me that the prerequisites necessary for the job should be at least the minimum of two years of university required when I was employed. If the instructional assistant is to fulfill the function of assisting the students in specific areas of study, then the assistants' knowledge of the subject must be reasonably broad and of a higher level than that of the high school student doing the questioning.

It is true that many of the duties I normally perform would not require any great amount of education. Much of my time is spent merely in handing out unit-pacs, checking books in and out, marking objective examinations, handing out audio-visual equipment and generally supervising in the resource centre. It does seem to me, however, that even in these functions, especially in that of supervising the activities of the students and maintaining an appropriate working atmosphere, it is necessary for the student to see the instructional assistant as a person granted some degree of authority by virtue of his or her education, and ability to aid the student, rather than just as a disciplinary figure or supervisor of books.

The other part of my job most definitely does require a specific knowledge of my subject area. The prime role of an instructional assistant is to act as an interpreter of unit-pacs and as a resource person for the student. I help the students to decide exactly what is required by a unit-pac; what form of answer is necessary; what is meant by specific questions and I guide them to material in the resource centre which will help them in their assignments. The other important learning assistance I can give is to become involved in discussions with students and give them a chance to thus formulate their own ideas more clearly.

For the students, then, the instructional assistant obviates the necessity of finding a teacher to interpret

every minor problem they might be having. This leaves the teachers free to devote more of their time to helping large groups of students in seminars, meeting students with more major problems in their subject, preparing curricula and counselling their own counsellees.

For many instructional assistants this is a job on the way to fulfilling their qualifications as certified teachers. To many, with only general arts or science degrees, it is a job which at least offers some opportunity to make use of our education and is fulfilling in that it gives us a chance to work with young people. It is certainly not without its frustrations however. Most of us feel that our knowledge and education is not being put to its fullest possible use and the pay is hardly a cause of great rejoicing!

It seems that the main effects on the school operation if the employment of assistants was discontinued would be financial. It would be impossible to avoid hiring both more teachers, probably in close to as great numbers as there are now instructional assistants, and probably more general aides to handle the routine tasks such as checking books. It would certainly be necessary that a minimum of two teachers be in every resource centre at all times to supervise and answer questions, and with the number of other duties teachers now have to perform, this would be impossible without hiring a fair number of new teachers.

Perceived prerequisites

For the position of instructional assistant in a high school, a person should have obvious personality traits; (s)he should be outgoing, able to withstand pressure, pleasant and cheerful, and must like people, especially teenagers. At present, the applicant for an I.A. position must have two years university education majoring in the subject area he is applying for - this qualification is essential, and therefore the pay should definitely be higher! Filing and other clerical experience would be an asset, but is not absolutely necessary.

Description of duties

My job as instructional assistant in the English resource centre consists of:

1. helping students with difficulties in interpreting unit-pacs, and aiding them in finding printed material that will enable them to complete units;
2. knowing sufficiently the material in the unit-pacs in order to answer the students' questions;
3. handing out, and in some cases operating, audio-visual equipment;
4. reading 200 journals, which each student is required to hand in four times a year;
5. supervising the signing out of books from the resource centre, and contacting students who have books overdue;
6. ensuring that there are always enough unit-pacs and reference material available to the student - the I.A. is in charge of getting needed materials duplicated;
7. trying to keep the noise level in the resource centre to a minimum, which involves using my own judgment regarding discipline - noisy students may sometimes be relocated in the resource centre, or simply asked to leave;

8. attempting to keep the resource centre reasonably tidy by cleaning up bookshelves and magazine racks, clearing tables of scrap paper, etc;

9. keeping the resource area attractive to students by putting up collages, posters, mobiles, and various student's activities, and also by ordering and hanging up pictures from IMC;

10. putting cards in books that students have signed out and returned;

11. helping a group of seven students with problems in grammar, spelling and punctuation for 6 weeks;

12. checking to ensure that all audio-visual equipment is put away and locked up before leaving the resource centre at the end of each day.

Besides completing all duties previously mentioned, I feel the instructional aide fulfills the students' needs by being one of their primary sources of communication. By knowing students by name, discussing with them informally and individually, and by personally commenting on their journals, the IA develops a close relationship with many students.

I feel I.As fulfill teachers needs by controlling the resource centre and completing the previously mentioned duties, which frees the teacher for curriculum and counselling responsibilities.

My needs are fulfilled in that I am in constant contact with people, I am developing a better understanding of teenagers, I am 'kept awake' in the area of high school English (poetry, drama, etc.), and I enjoy my work. My needs regarding pay are not met.

If the concept of instructional staff was discontinued, I feel the teachers would again be encumbered with too many responsibilities. Also, I think the student would suffer for lack of personal contact with staff in school hours, complimentary to the teacher-student relationship. Students seem to feel more at ease and often tend to be more open with "non-professional" people.

Instructional Assistants Report (Teacher View)

Bishop Carroll High School does function with the concept and practise of differentiated staffing. One must look at the totality of differentiated staffing as it operates in this school before commenting solely on the role of the instructional assistants. The supportive staff to the professional teachers includes instructional assistants, general aides, secretaries, and clerks. The existence of the support staff must be looked at in relation to Bishop Carroll's commitment to differentiated staffing.

It is the opinion of this team that the concept of individualized instruction cannot be carried out without differentiated staffing. Thus, to speak of the effect on the operation of Bishop Carroll High School without the assistance of the support staff, is to discuss the demise of this school and its educational premises of individualized learning, individualized scheduling, independent study and continuous progress.

It is conceded that without supportive staff, there would be more than double the number of teachers in the English Department than there currently is. However, who would do our typing of learning packages, who would duplicate and collate these learning packages, who would carry out the mundane task of filing and record keeping that our system demands as well as the hundreds of other non-professional tasks?

We do ask our instructional assistants to have a minimum of two years university training in the field in which they apply. All of our instructional assistants in the past two years have had at least one degree and several have had two degrees. Certainly, much of the time is spent in handing out unit-pacs, checking books in and out, marking objective tests and handing out audio-visual equipment. However, to maintain a proper working atmosphere it is necessary that

the student view the instructional assistant as a knowledgeable person. The instructional assistant must be able to assist students to interpret unit-pacs, and act as a resource person as well as to provide essential discussions with students and assist them in formulating their own ideas.

The supportive staff allows the teacher to be more professional. Many of the mundane, clerical tasks are now being suitably looked after. The professional teacher may now perform those functions for which he has been educationally prepared.

All schools could benefit from some degree of differentiated staffing which would allow teachers more time to do important educational tasks. A school such as Bishop Carroll could not operate under its present program without differentiated staffing.

Assigned Duties of the Instructional Assistants

1. Responsible for the organization and general decor of the English Resource Centre (arrangement of furniture, collages and pictures on walls, etc.)
2. Responsible for the general discipline and educational climate in the resource centre.
3. Be able to interpret the requirement of unit-pacs to students.
4. Distribute unit-pacs and audio-visual materials to students.
5. Act as resource personnel for students working on independent study.
6. Have a thorough knowledge of unit-pacs on an assigned genre such that they would be able to discuss the assignments with students.
7. Read journals of students as they are handed in four times a year.

8. Check multiple choice tests.
9. Check unit-pacs as they are handed in to observe if all required work is completed before they go to the English teacher to be evaluated.
10. Supervise the signing out and signing in of books taken out by students on an overnight basis.
11. Ensure that there are sufficient unit-pacs on the shelves and, if not, have more duplicated.
12. Place cards and card jackets in new books when they arrive.
13. Write notes to delinquent book-borrowers asking them to return them.
14. Assist weak English students with severe problems in spelling, grammar and writing.

INSTRUCTIONAL ASSISTANTS-MATH

Instructional Assistants View

Prerequisites of Instructional Assistants:

1. University education in the particular subject area.
2. Maturity
3. Conscientiousness
4. Sense of humor
5. Patience

Duties of Instructional Assistants - Math

1. To help students with problems that arise from the unit pacs.
2. To mark and record student tests (answer key provided by teacher).
3. To help teachers maintain discipline in the resource center.
4. Some clerical work.
5. To distribute tests and to control the test areas.
6. To help clerical aid distribute texts to students.
7. To run resource area alone-approximately one hour per week-while teachers attend meetings.

Effects of Instructional Assistants being discontinued:

1. Would require either more clerical staff or more teachers to keep the resource center running smoothly.
2. Would curtail the time the teachers have to review individually with the students the tests which they have written.
3. The teachers would spend more time on marking and clerical work at the expense of working with the students individually.
4. The Math area in particular needs high manpower because of the needs of students in the Math subject area. The students have many short questions which have to be answered to enable them to proceed in this subject.

Working in a school as an Instructional Assistant provides the individual with the opportunity to work and associate with students. It enables one to decide whether to invest more time and money in an education program leading to a teaching career. The poor salary prevents the Instructional Assistant from making a career of the job. The job of the Instructional Assistant would easily be changed to a training or an apprenticeship period for beginning teachers.

INSTRUCTIONAL ASSISTANTS-MATH

Teacher View

Preamble:

The Math Resource Center provides the student with direction (curriculum developed by teachers in the form of uni-pacs) seminars, resources (teachers, instructional assistants, clerical aides, materials to guide and assist the student in all phases of the high school Math program of Alberta), testing and remedial help, and a one-to-one contact pertinent to each student's needs. The pressure area in this department is the personal contact with all students individually and the flexibility to react to all levels of Math demanded by the student. The Instructional Assistants do not diagnose, evaluate, or prescribe in the realm of the student's academic progress.

Prerequisites for Instructional Assistants:

1. Preferably two years of university education pertinent to Math.
2. Ability to relate to high school students.
3. Maturity, patience, stamina, sense of humor, etc.
4. A commitment to work for at least one school year on a full time basis. Random help will not suffice.

Duties of an Instructional Assistant:

1. To act as a resource person in mathematical knowledge pertinent to the high school curriculum.
2. To mark keyed Math tests.
3. To record student marks.
4. To do some clerical work, duplication of unit-pacs, tests, handing out books, tests as resource center pressure increases.
5. To maintain discipline of students in resource center.
6. To survey testing area.
7. To run the resource center during times that teachers are at scheduled meetings.

EFFECTS OF INSTRUCTIONAL ASSISTANTS BEING DISCONTINUED:

1. The assistance they provide to free teachers to do their professional duties of developing curriculum, attending meetings and seeing counselees on a regular basis based on the philosophy of the school would be discontinued.
2. In the resource center, time would not provide the necessary one-to-one contact of teacher to student to counsel in choice of Math program, discuss progress, review incomplete tests and suggest remedial work pertinent to their own problems.

SUGGESTED FUTURE OF AN INSTRUCTIONAL ASSISTANT:

I can foresee the job of Instructional Assistants being turned into an Internship year for first year teachers, allowing them the contact with the profession of teaching in all aspects. This year would provide more of an insight and be of much more value than the now sparse time devoted to "practice teaching".

OCCUPATION - INSTRUCTIONAL ASSISTANT

(Religious Studies)

The Prerequisites for the Position

- 1) Love and understanding of teenagers and their culture.
(or children, if elementary school)
- 2) Knowledge of the subject area.
- 3) Dedication.
- 4) Resourcefulness, ability to take charge of situations.
- 5) Adaptability (ability to work under pressure and make creative use of slack times, ability to take charge or to take orders from different teachers.)

The Duties of an I.A.

- 1) Being available in the Resource Centre at all times.
- 2) Researching and making available resource material. This involves knowing what is contained in every book in the R.C., where reading on any topic can be found, having available any audio-visual aids possible and constantly searching for any newspaper or magazine articles or other information pertaining to the subject. This must be filed and catalogued and constantly updated.
- 3) Answering questions - everything from "How many seminars do we have to attend?" to "What does this paragraph mean?". If an I.A. is not well informed, she/he will rapidly lose the respect of the students, yet she must not presume to tackle problems beyond her scope, or which could be better handled by a teacher. Part of the role here also is to assist or encourage students having difficulties or getting "bogged down" if a teacher is not immediately available.
- 4) Assuming such teaching duties as are assigned by the teacher. These will be given when the teacher knows she is capable and the overall results can be quickly checked by him/her, i.e. when the contents and/or results are clearly laid out, and not diagnostic or judgemental on the part of the I.A.

(2)

5) Assisting teachers. This covers all of the first four duties, with an added connotation. The more efficient the I.A., the more the teacher is assisted in his own, more specialized work, and the more pressure is taken off him so that he can give himself totally to the students. An I.A. should try to familiarize herself as far as possible with the approach and thinking of each teacher in her department. It is important to have harmony with those with whom she works, and essential to help maintain it between the students and the teachers.

6) Assisting and understudying the General Aide. The I.A. must be familiar with the filing system and other mechanical and paper work of the department, as duties here may often overlap. This involves filing all students' work, keeping track of units and courses complete and incomplete, carding of books, AV equipment, etc.

After almost two years of working in Bishop Carroll High School as an Instructional Assistant, I feel that this type of school could not operate in the way it now does without us! However I would not see as great a need for the position in a traditional school, except in such places as libraries and self-study areas.

If I.A.'s were no longer employed at Bishop Carroll, it would seem to me that another teacher and another G.A. would have to be hired to replace each one (certainly at least one of each for two I.A.'s in one department) since the I.A. role is necessarily acted out in both areas. Without an I.A. available at all times in each resource centre, teachers would be much more restricted in their movements, and would have to spend much more time on tasks outside of their special ability. They would have far more paper work and distractions to keep them from personal contact with students. This would apply even if an additional teacher and G.A. were hired.

JOB DESCRIPTIONS

JOB DESCRIPTIONSInstructional Assistants:

Each Instructional Assistant will:

1. Know how each course within the total area program is set up in terms of numbers of themes, unit-paks, and units as well as pre and post tests.
2. Know the general content, in terms of factual data for each of the areas programs.
3. Help students in obtaining, collecting and using various resources for their work (books, vertical files, tapes, films, filmstrips, etc.)
4. Inform students of their progress as indicated by the area teaching team and files and maintain an accurate record of such filing.
5. Assume responsibility for the Area Resource Center in the following areas:
 - a) care, repair and maintenance of all materials (books, unit-paks A-V equipment, vertical files)
 - b) cleanliness and tidiness of the Resource Center.
 - c) attractiveness of the Resource Center by maintaining and changing displays, etc.
 - d) general discipline and maintenance of a good learning atmosphere.
 - i) if a student or a group of students are not following their timetables, their names are to be forwarded to their T.C.'s and they are to leave the Resource Center.
 - ii) if a student or group of students is causing a disturbance they are to be excluded from the Resource Center and their names forwarded immediately to their T.C.'s
 - iii) if the problem seems beyond the control of the I.A., the situation is to be brought to the immediate attention of the supervising teacher.
 - iv) in most instances, wherever practical, only 4 students should be allowed to work at a large table.
6. Mark multiple choice pre and post test items for various curriculum areas.
7. Refer students with questions requiring interpretation, analysis or synthesis to a member of the teaching team.
8. Be in the Resource Center at least 10 minutes before school begins and leave not less than 15 minutes after school has ended.
9. Insure that there is at least one Instructional Assistant in the Resource Center at all times. (i.e. during lunch and coffee breaks.)

(2)

General Aides

Each General aide in the area will:

1. help instructional assistants in:
 - a) handing out materials to students (books, vertical files, unit paks and setting up tapes, filmstrips and films.)
 - b) maintaining general cleanliness and tidiness of the Resource Center.
 - c) caring, repairing, and maintaining materials within the Resource Center, (books, vertical files, tapes and filmstrips.)
 - d) maintain an accurate record in each student file of (progress not evaluation).
 - e) inform students of the information (progress record) in their files.
2. Maintain all student files according to the teacher consultant and level and work to be filed.
3. Record student progress.

Teaching Team

Each member of the Teaching team will:

1. present or co-ordinate one Large Group Presentation on their subject every eight weeks.
2. where necessary, provide the students with reference sheets for the Large Group Presentations.
3. co-ordinate 16 Small Groups every two weeks.
4. take attendance at every small group.
5. evaluate the progress of students in the small groups.
6. develop at least one unit-pak of curriculum materials for the existing courses, in their subject.
7. spend one to two hours each week evaluating and revising curriculum materials.
8. evaluate student assignments (written or oral).
9. discuss and help individual students or groups of students in the area resource center.
10. assist and supervise students for one hour each week in the study center.
11. attend and participate in the bi-weekly team meetings.
12. attend and participate in the bi-weekly teacher meetings.
13. aid Instructional Assistants in knowing all areas of curriculum.
14. send an up to date monthly report to teacher consultants on the progress of their counselees..
15. make sure necessary materials are available (written and audio-visual) in the Resource Center for all areas of the curriculum.

As Teacher Consultant

As a teacher Consultant I will:

1. take attendance for all of my counselees every morning when school begins.
2. read the bulletin and all messages from various departments to all counselees at morning check in.
3. remind all counselees in morning check in of interviews, L.G.'s and S.G.'s
4. meet with each counselee at least 2 1/2 hours per month.
5. check and evaluate progress in each subject area for each counselee at least 2 times a month.
6. phone parents of counselees whenever the need arises in terms of:
 - i) absences in L.G., S.G. plus schools.
 - ii) not following schedules.
 - iii) lack of progress in certain areas.
 - iv) good progress
 - v) parents meetings.
7. send home progress reports at least every 2 months for each counselee.
8. keep counselee files up to date in terms of progress and comments on such .
9. aid each counselee in obtaining specific help from specific subject areas, by setting up appointments with respective Subject Teachers.
10. encourage students to pursue as many areas of activity within and out of the school as possible (pep club-tours, jobs, etc.)

E.2.

BRITISH COLUMBIA

SCHOOL DISTRICT #36 (SURREY)

CLASS SPECIFICATION

CLASS TITLE: Teachers Aide 1	DATE: May, 1970
DIVISION: Education	CODE:

1. FUNCTION

This is varied and moderately responsible work of a non-professional nature assisting School Teachers with the routine aspects of their work. A Teachers Aide does not require professional training or involve themselves in the teaching process. Employees of this class receive detailed instructions from the Teacher in the preparation of stencils, duplicating materials, preparation of bulletins, distribution of materials, the supervision of certain pupil activities, setting up visual aide equipment, displays and equipment used in the teaching process. Employees possessing special skills or training may be required to use such skills and training where they can best be utilized. The function of the Teachers Aide is to assist the Teacher in devoting a greater amount of time to the teaching process.

2. KNOWLEDGE, ABILITY AND SKILLS

To develop, through on-the-job familiarization, knowledge, ability and skills which will be most beneficial to the pupil, the school and the education system.

Ability to work with Teachers and pupils and maintain co-operating harmonious relations.

Ability to perform clerical and recording duties formerly performed by Teachers.

3. TRAINING AND EXPERIENCE

Minimum Grade 12 academic education, preferably supplemented by specialized courses applicable to the work situation.

SCHOOL DISTRICT #36 (SURREY)

CLASS SPECIFICATION

CLASS TITLE: Teachers Aide 2	DATE: May, 1970
DIVISION: Education	CODE:

1. FUNCTION

This is varied and moderately responsible work of a non-professional nature assisting School Teachers with the routine aspects of their work. A Teachers Aide does not require professional training or involve themselves in the teaching process. Employees of this class receive detailed instructions from the Teacher in the preparation of stencils, duplicating materials, preparation of bulletins, distribution of materials, the supervision of certain pupil activities, setting up visual aid equipment, displays and equipment used in the teaching process. Employees possessing special skills or training may be required to use such skills and training where they can best be utilized. The function of the Teachers Aide is to assist the Teacher in devoting a greater amount of time to the teaching process.

2. KNOWLEDGE, ABILITY AND SKILLS

To develop, through on-the-job familiarization, knowledge, ability and skills which will be most beneficial to the pupil, the school and the educational system.

Ability to work with Teachers and pupils and maintain co-operative harmonious relations.

Ability to perform clerical and recording duties formerly performed by Teachers.

3. TRAINING AND EXPERIENCE

Minimum Grade 12 academic education, preferably supplemented by specialized courses applicable to the work situation; a certificate or diploma as a Teaching Assistant from a recognized college.

School District No. 36 (Surrey)
Class Specification

TEACHER'S HELPER

(RETARDED & HANDICAPPED SCHOOL)

1. Nature and Scope of Work.

An employee of this class assists teachers in the manual and physical aspects of teaching lessons, prepares materials for arts and crafts and supervises pupils during recess periods. All work is done under the direction of a principal, head teacher or teacher. A principal shall have full control of time allotments.

2. Illustrative Examples of Work.

Prepares paints & paste for each child for daily work.

Prepares materials and tools for arts and crafts projects.

Prepares flash cards, posters, charts, etc., from patterns made by the teacher.

Assists those pupils who still require help in going to the bathroom.

Assists and supervises pupils in washing for lunch.

Helps pupils with coats, etc., when arriving at and departing from school.

Rides bus, twice daily to supervise the pupils.

Performs related duties as required.

3. Required Knowledge, Abilities and Skills.

A good understanding of children.

Ability to maintain patient but firm control of children.

Ability to follow instructions and orders.

Ability to maintain a cheerful attitude combined with a sense of humour.

Required to be industrious and conscientious.

4. Desirable Training and Experience.

Some training or experience in dealing with children - through clubs, kindergartens or raising own family.

5. Required Licenses, Certificates and Registrations.

None required.

SCHOOL DISTRICT #36 (SURREY)

CLASS SPECIFICATION

CLASS TITLE: Teachers Aide 3	DATE:
DIVISION: Education	CODE:

1. FUNCTION

This is varied and moderately responsible work of a non-professional nature assisting Industrial Arts Teachers with the routine aspects of their work. A Teachers Aide does not require professional training or involve themselves in the teaching process. Employees of this class receive detailed instructions from the Teacher in the preparation of materials, preparation of bulletins, distribution of materials, the supervision of certain pupil activities, setting up visual aide quipment, displays and equipment used in the teaching process. Employees possessing special skills and training may be required to use such skills and training where they can best be utilized. The function of the Teachers Aide is to assist the Teacher in devoting a greater amount of time to the teaching process.

2. KNOWLEDGE, ABILITY AND SKILLS

To develop, through on-the-job familiarization, knowledge, ability and skills which will be most beneficial to the pupil, the school and the educational system.

Ability to work with Teachers and pupils and maintain co-operative harmonious relations.

Ability to perform clerical recording duties formerly performed by Teachers.

Ability to sharpen and maintain tools and equipment in good condition.

Ability to perform related work as required.

3. TRAINING AND EXPERIENCE

Minimum Grade 12 academic education supplemented by specialized courses applicable to the work situation. Apprenticeship training and journeyman experience in a recognized trade.

SCHOOL DISTRICT #36 (SURREY)

CLASS SPECIFICATION

CLASS TITLE: Library Assistant	DATE: August 18th, 1969
DIVISION:	CODE:

1. FUNCTION

This is moderately complex work of a technical nature assisting school librarians. A Library Assistant requires technical training but is not involved in the teaching process. Employees of this class, under very general supervision, must classify and catalogue books, filmstrips, records, etc. and in the absence of the Librarian must be able to provide reader service for teachers and pupils.

2. KNOWLEDGE, ABILITIES AND SKILLS

A basic knowledge of library routines and procedures.

An understanding and appreciation of the place of the library in the educational processes of the school.

A reasonable knowledge of books and literature.

Ability to work with teachers and pupils and maintain co-operative harmonious relations.

Skill in typing.

3. TRAINING AND EXPERIENCE

Minimum Grade 12 academic education.

Library technician's diploma from a reputable training institution or equivalent experience in a large library system.

SCHOOL DISTRICT #36 (SURREY)

CLASS SPECIFICATION

MARKER1. Nature and Scope of Work.

This is clerical work involving the marking and grading of written assignments. A Marker receives instructions from the subject teacher regarding the objectives of the assignment and what he is to look for as he marks. He will have no contact with the students unless specifically arranged by the subject teacher; he may, however, with the permission of the teacher visit classrooms to get the general atmosphere implied in the assignments.

2. Illustrative Examples of Work.

Receives the students' written work from the subject teacher. Reads assignments, makes corrections and offers suggestions which he writes on the papers. Under the instruction of the subject teacher may also assign evaluation marks for each assignment.

3. Required Knowledge, Abilities and Skills.

A good appreciation and understanding of the subject. A good knowledge of the texts and supplementary readings related to the subject. A knowledge of standards of achievement required of the students. Skill and ability in the mechanics of the subject.

4. Required Licenses, Certificates and Registration.

A university degree with a major in the subject field.

Class Specification

Class No. _____
Est. February, 1973.STAFF ASSISTANT1. Nature and Scope of Work

This is work of a teaching assistance/support nature of limited complexity performed in a large city school system. An employee of this class assists the staff of elementary and secondary schools by performing a variety of tasks pertaining to the preparation of material and/or equipment; by supervising materials, supplies, and students; or may be assigned to work directly with teachers. In addition, incumbents maintain varied clerical records pertaining to the area(s) assigned and assist in marking student work. Initial assignments are received in detail and work is performed under the direction of a teacher, but as they become familiar with work procedures of the school they exercise some independence of judgement where decisions made are subject to review by a superior. Work is reviewed and evaluated by a superior in terms of the standard of teaching assistance/support rendered.

2. Illustrated Examples of Work

As directed by the Principal:

- Performs a variety of duties assisting teachers in one or a combination of areas such as Library, Audio Visual, English, Social Studies, Art, Science, Special Education, Commerce, etc..
- Prepares a variety of materials, equipment, and supplies for use by students and teachers.
- Assists teachers in the classroom and laboratory.
- Supervises pupils in the classroom and laboratory, on field trip excursions, in creative and recreational programs, special study assignments, etc., as directed by a teacher or school administrator.
- Sets up and dismantles displays, demonstrations, play areas, etc., and ensures that facilities are kept in a clean and orderly condition.
- Issues and receives special equipment, materials, supplies, textbooks, tardy slips, etc..
- Utilizes a variety of instructional aid equipment to relieve teachers of non-professional tasks and assists in the marking of student work and the checking of assignments.

- Supervises, invigilates and administers quizzes and examinations.
- Performs other related work as required.

3. Required Knowledges, Abilities and Skills

- Working knowledge of the course content, instructional equipment, and materials in the area(s) assigned.
- Working knowledge of the operation and routine maintenance of equipment and apparatus.
- Some knowledge of business records, inventory procedures, and proper storage methods.
- Ability to effectively assist teachers in the learning process.
- Ability to establish and maintain effective working relationships with superiors, staff, and elementary/secondary school age students.
- Ability to adapt to changing situations with ease and control and to maintain an aura of rapport with students.
- Ability to perform a wide variety of record keeping tasks and to check and calculate data accurately and systematically.
- Ability to operate and perform routine maintenance on a variety of audio-visual aid equipment.
- Skill in the use, preparation, and care of instructional aid equipment and materials.

4. Desirable Training and Experience

Completion of Grade 12, preferably supplemented by some formal training in an appropriate field and some previous work experience; or an equivalent combination of training and experience.

5. Required Licenses, Certificates and Registrations

None.

E.3

NEW YORK CITY BOARD OF EDUCATION
PARAPROFESSIONAL JOB SPECIFICATIONSAuxiliary Trainer Salary at \$3.50 per hr.General Statement of Duties

Assist area training coordinator in all aspects of pre-service and in-service training of auxiliary personnel; acts as liaison between community and staff; keeps school community informed about the programs; assists staff in developing awareness of community needs; identifies parents' talents and aides schools in utilizing parents as resource personnel; performs related work.

Qualification Requirements

High School Graduation or equivalency diploma and one of the following:

- a) Advance Job Corps training
- b) Experience in one of the Auxiliary titles
- c) College training

Educational Assistant Salary \$2.50 per hr.
\$2.25 per hr.General Statement of Duties

Under the supervision of a licensed teacher in a classroom, participates in daily and long-range planning; works with small groups of individual children so the teacher can work with a large group or work with large groups of children so the teacher can work with small groups or individual children; assists in classroom activities; guides children in working and playing harmoniously with other children; alerts the teacher to the special needs of individual children; escorts children to toilet and assists in washing and toileting; assumes responsibility for routines and supervision of the lunch period in the absence of the teacher; fosters good eating habits and encourages desirable table manners in children, performs related work.

Qualification Requirements

High School graduation or a satisfactory equivalent.

Employees with two years of college (60 credits) are to receive \$2.50 per hour.

Qualification Requirements

Two semesters of satisfactory service as Educational Assistant; and two semesters of in-service, Board of Education Training; and 60 college credits appropriately distributed to include the following:

6 credits in Social Studies) or 6 credits in Behavioral Science
 3 credits in Psychology)
 3 credits in Sociology
 3 credits in Mathematics
 3 credits in Science

Family Assistant Salary \$2.25 per hr.
 \$2.50 per hr.

General Statement of Duties

Under the supervision of the teacher or Program Coordinator, works as liaison between family, public agencies, and school; assists families with special problems or emergency needs in housing, income, health, and education; consults with special problems; maintains a list of local agencies that can offer assistance to families and individuals; performs related work.

Qualification Requirements

High School graduation or a satisfactory equivalent;
 Employees with two years of college (60 credits) are to receive \$2.50 per hour.

Family Worker Salary \$1.75 per hr.

General Statement of Duties

Under the supervision of the teacher or Project Coordinator, visits homes of, meets with, and encourages parents to participate in school life; identifies special family needs, consults with Social Worker regarding referrals of family, and accompanies family on visits to public and private agencies, assists with recruitment and registration of children; checks on absentees by visiting homes; escorts children to and from school; assists teacher in classroom when necessary; performs related work.

Qualification Requirements

Mature, low-income non-professionals from the neighborhood as defined by poverty criteria of the agencies, with knowledge of the neighborhood.

Educational Associate Salary \$3.25 per hr.

General Statement of Duties

To assist classroom teacher in all instructional activities; to suggest and prepare instructional materials; to review and reinforce lessons initiated by classroom teacher; to aid the classroom teacher by working with small groups or individual children in some activity (blocks, paints, toys) so the teacher can work with a large group; to work with large groups of children so time is available for the classroom teacher to work with small groups or individual children; to participate in daily and long-range planning with colleagues; to contribute to enrichment activities by utilizing her special talents and abilities (art, singing, music); to guide children in attempts to work and play harmoniously with other children in the class; to alert the teacher to the special needs of individual children as requested; to assist colleagues in developing and implementing routines in class, such as the storing of play materials, the preparation of paints, class bulletin boards, the cleaning up of work areas; to assist the teacher and other colleagues in promoting a safe environment for play and work activities at all times and to anticipate possible hazardous conditions and/or activities (broken glass, pointed objects, aimless running); to assist the teacher by:

- a) reading to a child or a group of children
- b) listening to a child or a group of children
- c) talking to a child or a group of children
- d) assisting with audio-visual aides;

to accompany individual children or groups to the toilet; to develop in children an awareness of good health practices; to assume responsibility for routines and supervision of the lunch period in the absence of the teacher; to encourage a wholesome climate during mealtime by assisting in setting an attractive table; to encourage desirable table manners and quiet conversation among the children; to foster good eating habits by having children try new foods and by discouraging waste (serving smaller amounts to those children with tiny appetites for those who desire it); to aide the classroom teacher in providing experiences for children which will stimulate their curiosity; to give special encouragement and aide to the non-English speaking child (adjustment to school, development of communication skills); to be a source of affection and security to the children; to assist the teacher in necessary clerical work (daily list of absentees, completion of required forms); to assist teachers in initiating and maintaining open lines of communication with school community; to act as a resource in the supervision and training of Educational Assistants; to perform related duties as required.

Teacher Aide

Salary \$1.75 per hr.

General Statement of Duties

Under the supervision of a licensed teacher in a classroom prepares for activities; assists with lunch, snacks, and clean-up routines; escorts and assists children with wash-up and toileting routines; assists with classroom activities and out-door play; help children with their clothing; cares for equipment; cares for children when parents meeting in school; performs related work.

Qualification Requirements

Mature, low-income residents of the neighborhood as defined by poverty criteria of the referral agency, with experience of interest in working with children.

Appendix F

F.1

Excerpts from "Teachers' Aides", a discussion paper released at the 1973 Annual Representative Assembly of the Alberta Teachers' Association by the ATA Teachers' Aides Committee, April, 1973.

The twenty-one page paper reviews the growth of support services and increased costs in school systems and identifies some of the pressures placed on school boards. Association activities on this topic since 1960 is summarized, and the function of the Teachers' Aide Committee is reviewed.

The following pages of the report are reproduced verbatim to indicate the position of the Committee. A later section of these appendices contains the text of resolutions which were adopted.

VI. STATEMENT IN SUPPORT OF ASSOCIATION POLICY ON TEACHERS' AIDES

The following section is presented by the Teachers' Aides Committee as the essence of a position paper in support of and not inconsistent with ARA resolutions on teachers' aides. It is expected that a position paper on teachers' aides will be produced during 1973 either as a section of a broader paper on organization and administration of schools or as a separate paper.

A. WHAT KIND OF AIDES DO TEACHERS WANT?

We should not misinterpret the fact that teachers themselves have asked for the provision of special services - technical, clerical, supervisory -

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which teachers find themselves unable to perform in the available time without sacrificing the teaching role. Teachers did not seek to have their teaching duties taken over by junior instructors. While economic, political, and social pressures, and the desire of teachers to render better service in the teaching of children have combined to produce an extensive and desirable use of teachers' aides, some boards have used aides in fashions beyond those which teachers intended or can ethically accept. For instance, teachers did not expect aides to interact in educational interchanges with students, nor on occasion act as another adult standing between the teacher and the student. In some cases the provision of aides has created a roadblock between teacher and student.

In at least two significant areas it appears that aides are undertaking work that should be performed by professional teachers: library and remedial services. When teachers asked for teacher librarians, some boards responded by supplying library technicians. In other cases boards even replaced teacher librarians with library technicians. It may be argued that in the absence of financial provision for a teacher librarian a library technician is preferable to no library resource person at all. We must remember, though, that the library technician is not qualified to perform the same functions, and in no wise has the responsibility of the teacher librarian. In the case of remedial services, when teachers asked for specialists in these services in order to provide help for children who need highly skilled assistance with special learning difficulties such as dyslexia, some boards responded by assigning untrained aides as tutors. This action was taken on the assumption that at least the teacher-pupil ratio will be bettered through a 'farm team system' whereby some students are removed from the regular classroom and given to another concerned - albeit unskilled - adult. Of course in reality it is not the teacher-pupil ratio but the adult-pupil ratio which has improved. The child has not received the needed services, and because the teacher cannot allow an unqualified person to attempt to perform professional tasks, the teacher has experienced no reduction in workload by the provision of aides to perform remedial services.

B. DEFINING TEACHING TASKS

Part of the complexity of the teachers' aides issue involves the nature of the teaching task. Before the advent of so many non-certificated adults in the schools, it was fairly easy to define teaching tasks such as was done in the ATA monograph "The Rights and Duties of Teachers", which declares that teaching

duties are: "all those professional tasks encountered by teachers in the course of their activities concerned with the instruction of pupils. Included would be the actual conducting of classes and presenting of lessons, the preparation of lessons, requisitioning of audio-visual and other materials and equipment, evaluation of student progress, and maintenance of such classroom order as is necessary to promote a healthy learning climate. Implied, as well, is a teacher's duty to carry out such general pupil supervision as is required by law, by regulation or by agreement, to assist to a reasonable extent with the extra-curricular or co-curricular program agreed to by the staff, to cooperate with other teachers in the best interests of students, and generally, to act as an enthusiastic member of the school's educational team."

However, teachers' aides make it possible to remove some of these duties from the teacher and although the teacher may retain the responsibility for the tasks, he does not in all cases perform them himself; instead an aide responsible to the teacher or to the school performs them. In a few cases there may be some duties for which the teacher is no longer even responsible once aides appear on the scene. The fact that some duties have been taken over by aides has contributed to role confusion in the mind of the public and even among aides and some teachers; many people wonder what the duties of the teacher are and how it is that the teacher is really different from the volunteer or paid aide.

- What a Teacher Does

Teachers are hired to perform professional service in certain areas regarded as teaching areas. Teaching, as defined in the ATA position paper on the "Processes of Teaching" is "activities which are designed and performed to produce changes in student behavior. These activities elicit a number of forms of learning, and vary within the context of Canadian society, inclusive of moral and democratic considerations". The paper goes on to say: "The customary view of teaching has in the past been somewhat limited to the performance aspect of the teaching process. Teachers will continue to assume major responsibility for implementing program through presenting activities such as lecturing, leading or directing a small group seminar or dealing with individual pupils in a clinical setting. In general, these activities involve the pupil directly with the teacher although modern technology may take the place of some of the lecturing activity. In the future, more of teachers' formal work time will have to be devoted to planning and appraisal activities. Developing a program of

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activities involving selection of content and strategies to be used by pupils or the teacher requires much time away from the classroom, and is often done best in company with other teachers and support personnel. This involves the teacher in the decision-making role for the selection of both content and procedures. It could result in taking the teacher beyond the classroom level to participation in school system and provincial levels. The teacher also requires considerable time to develop teaching strategies through invention, formulation into a system, pilot tests, and revisions."

• Core of the Professional Task

Without denying such aspects as motivating students, supervision, curriculum development, and management of classroom resources, we stress here four aspects of the teaching function: diagnosis of students' learning needs, prescription for those needs, implementing educational program, and evaluation of student, program and self. These four areas are the core of the professional task. The teacher is not only totally responsible for these activities, but also in large measure must execute them. A quantitative as well as qualitative dimension of teaching activities must be considered. Students must be engaged very directly; very little worthwhile teaching can go forward by remote control. In order to provide the data base for making decisions about a student's educational well-being, a teacher must perform a number of interactive behaviors with the student, so that in no case could a teacher allow all instruction to be done by others such as aides or even other teachers and still retain an ethical authority for making a decision about the student's well-being. Counsellors do not recommend for clients that they do not interview; doctors do not prescribe for patients that they have not examined. Neither can a teacher passively accept responsibility for students the teacher has not taught.

The intent of any modification in staff utilization must be based upon the ultimate improvement of the educational program to the benefit of the student. The core and focal value of formal education is based upon the quality of the direct interaction of a professional teacher and the pupils. Any innovation which serves to further remove the teacher from this direct interaction with the students inevitably leads to the debasement of the quality of education.

C. DELEGATING TASKS TO AIDES

The teacher must remain responsible for educational program and also must

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perform the professional duties associated with that program. Non-professional tasks may be delegated to aides, and an aide might at times perform a demonstration role, comment on slides, or talk to students about some topic in which the aide has special knowledge. That is, the aide might at times take a role in the instructional component of education. But he would do so under the direction of the teacher in the same way as a teacher brings in a guest speaker from the community. The aide would not diagnose, prescribe, or evaluate with regard to the students. And a teacher utilizing an aide for the instructional component must be mindful of the teacher's need for a data base for diagnosis, prescription, and evaluation. The teacher must, in order to achieve the interaction with students necessary for getting the data for proper educational decisions, carry out the major share of instruction himself.

Aides may play roles in other aspects of the teaching function. Both paid and volunteer aides can assist in motivation of students. Aides employed as instructional assistants, although capable of performing occasional instruction as described above, could find their primary duty in assisting in development of curriculum materials, especially in schools making learning packages for use in individualized instruction. Such aides will have a specific area of expertise. There is also a role for aides in supervision, but this role seems limited by legal liability requirements that supervisors be employees and not volunteers. Aides can assist in management of classroom and school resources of all types, including texts, library materials, and audio-visual equipment. But in all cases the tasks of aides should be directed at assisting the quality of teacher-student interaction by removing clerical, technical, and supervisory barriers to this interaction.

One clear area for utilization of aides is to release the teacher for more contact with colleagues, students - the latter individually and in small groups - and parents, thereby improving the amount and quality of teacher to teacher, teacher to student, and teacher to parent interaction. A number of supervisory and technical roles could be performed by aides to provide teachers the opportunity for the interactions mentioned.

The aide must not become a person standing between the teacher and the student and thereby screening out the possibilities for a student to have recourse to a teacher, and compounding bureaucratization of schools.

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We have said that educational services have quantitative and qualitative dimensions. The teacher is responsible for the quality of all aspects of the teaching function, such as motivation, prescription, and evaluation, but the quality of these functions is dependent largely on the teacher performing at least the bulk of these activities in order to provide the basis for accurate judgements for the educational well-being of students. Few meaningful educational decisions which directly affect students can be made without direct interaction with students. Clearly the teacher's role in such interactions must be reinforced. Rather than assign interaction to aides, aides ought to be employed in matters increasing not necessarily the number but certainly the quality of teacher-student interaction.

The most exacting aspect of teaching is not the clerical nor even the supervisory aspect per se, but the strain of continuous and intense interaction with large numbers of students. The exhaustion engendered by this aspect of teaching is one not readily understood by those who have not taught, particularly those who have not taught within the last five or ten years and consequently have not faced a generation of students who are in many ways remarkably knowledgeable and opinionated because of the terrific impact of the media upon society. Generally, these students have been raised in a relaxed disciplinary atmosphere in which children clamor to be heard. The combination of changed attitude toward discipline and phenomenal exposure to stimuli provides a learning situation both rewarding and exhausting to teacher and student alike. Increasing the days or hours of this interaction adds to weariness; increasing the quality of the interaction by providing more small group and one to one situations for teachers and students while aides perform clerical tasks and supervisory duties for larger groups will improve the quality of service offered by the school.

Historically, teaching has been a lonely profession. The individual practitioner has been behind closed doors with his students and rarely has another adult participated or even observed in the classroom. Isolation has been only partly resolved through coffee clatching and staff and departmental meetings; teachers have still been primarily on their own to present and adapt the curriculum. Isolation has continued even as the curriculum itself has been liberalized and more scope provided for the individual interests of teachers and students.

Although universities, boards, individual schools, and The Alberta Teachers'

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Association are making efforts to create conditions for more interaction among teachers, the teacher still functions in most cases in an environment devoid of much contact with colleagues and other adults. Aides can assist in the continuing effort to modify the historical isolation of teachers from other adults while teachers are engaged in the practice of their profession. There are some limits to the utility of aides in providing such assistance, however.

Two factors reduce the value of aides to less than the hoped for ideal. One factor is the confusion among aides and teachers with respect to the role of aides. The second factor is the problem of adding any additional persons to the teacher's supervisory and evaluation loads. Together these factors limit the contribution that aides can make to increasing the opportunities for teacher to student, teacher to parent, and teacher to teacher interchanges.

After years of working in relative isolation, teachers are now asked to interact individually and as a group with other, non-certificated, adults in the classroom and school setting. Neither by training nor experience have some teachers gained all the skills required for successful delegation of non-professional tasks to aides. Teachers are not used to supervising adults and often are unaware that teachers have a supervisory role over aides. Moreover, teachers are unaware of the precise role of the aides; if the board describes the aide as a tutor, how much, if any, instruction may the teacher ethically allow the aide to provide a student, and how much is the province of the teacher? Some confusion in role has resulted, particularly in the area of volunteer aides. This confusion has not improved the opportunities for teacher interaction with students, parents, and other teachers.

Although aides are advertised as a source of relief for teachers, teachers often find that the aides are a new burden rather than a release of burdens. The aide is another person requiring supervision, lesson plans, instruction, and evaluation. The hard pressed teacher, already struggling with an unreasonable teacher-pupil ratio, may find that the addition of one or more aides is simply the addition of that many more persons for whom the teacher is responsible. Aides, then, can become an undue burden upon the teacher. Certainly situations wherein teachers find themselves spending unreasonable amounts of time away from students in order to supervise aides must be avoided.

D. RESPONSIBILITY FOR, CONTROL, AND SELECTION OF AIDES

After stressing the qualitative and quantitative aspects of the teaching function, we must nevertheless devote some attention to the question of teacher responsibility -- without implying that the teacher's true role is one of responsibility without activities and duties. Because within the school the classroom teacher is the person closest to the student and most cognizant of the student's needs, and because the *raison d'être* for teachers' aides should be to extend the professional services offered to the student by the school, the largest degree of teacher responsibility for and control over the selection, duties, and evaluation of aides should be provided, within the limits of administrative feasibility.

This control can be exercised in three ways: through collective consultation of teachers with their boards; through the individual school via the authority of the principal in consultation with the staff; and through the ultimate responsibility of the individual teacher, including teacher responsibility to oppose anything contrary to law and to good professional practice and ethics. The three types of procedure for control may involve different aspects of control at different levels; for instance, the board, in consultation with the local regarding effect on teacher morale and other matters, may set the pay schedule for categories of aides, and approve job descriptions and criteria for selection and training of aides, but the individual school must have the deciding voice in the utilization of aides within the school, and the individual teacher should have the yea or nay on use of an aide within the teacher's program. The teacher's right in this matter is analogous to teacher rights regarding the use of school and community resources of other kinds.

Some functions might be performed by aides for the school as a whole and the aide might not be assigned to an individual teacher or group of teachers. For instance, an aide might be assigned inventory, check out, and ordering responsibilities with regard to texts and other media resources. The individual teacher is responsible for adherence to board and school ordained procedures that the aide is following, and procedures that the aide has developed with the approval of the principal. Aides assigned to the school rather than to a teacher or group of teachers work under the authority and supervision of the principal.

Selection of aides should follow guidelines in keeping with the professional

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services the school supplies and the professional responsibilities of the teacher. Professional staff should be involved in the selection of aides assigned to their school when the aides are to work directly for individual teachers or groups of teachers. Aides assigned to perform duties for the school as a whole should be approved by the principal.

E. MISUSE OF AIDES

The basis of policy regarding teachers' aides may be summarized as follows:

Teachers' aides should serve the purpose of assisting teachers to enhance their professional service in order to improve the educational program offered to students.

Since it is educationally unsound for teachers' aides to assume the professional responsibilities and duties of teachers, neither teachers nor boards can ethically delegate to a teachers' aide the teacher's responsibility to diagnose learning needs of students, prescribe educational programs in accordance with those needs, implement educational programs, and evaluate the results of the educational process.

Teachers' aides must be responsible to teachers for all actions relating to students.

Deployment of teachers' aides and assignment of their duties are the responsibility of the teachers in the school, and an individual teacher retains the right to accept or refuse an aide and to determine, within the ethical limitations prescribed by the teacher's responsibilities as a professional, the aide's duties.

Teachers cannot ethically neglect their responsibilities for diagnosis, prescription, implementation, and evaluation vis a vis students.

• Discipline

Teacher responsibility to students is not changed by the addition of other adults to the classroom or school. Failure to recognize the continuance of teacher responsibility could be the source of charges of unprofessional conduct against teachers. Clearly the position taken in this paper is that a proper policing of misuse of teachers' aides could involve charges of unprofessional conduct against a teacher for such misuse.

The teacher must accept responsibility for ensuring that decisions affecting the educational well-being of students in the teacher's charge are made on the basis of adequate professional knowledge. The teacher has an additional responsibility for providing his students a program of educational experiences based on the teacher's professional knowledge and skill and in accordance with students' best educational interests. Thus the responsibility both for program and for educational decision-making based on the well-being of students resides with the teacher.

Teachers have the capability and the responsibility for monitoring the instructional process, and must be prepared to intervene in, amend, suspend, or otherwise change the planned program of instruction. A teacher who assigns an aide the responsibility for professional services, or who has an aide do a major share of services that should be performed by the professional teacher, may be charged with unprofessional conduct. In most cases the particular circumstances behind assignment of such duties will have to be investigated very carefully. In other cases the disregard for ethical standards, and perhaps even the law, may be flagrant.

- Culpability of Boards

Boards which employ aides in capacities which should be performed by a certificated teacher are in violation of Section 168 of The School Act. In cases where the violation is unwitting, correction of the matter probably will not require laying a charge. In cases of continued and willful violation, taxpayers, teachers, or their professional association may find it necessary to lay a charge against a board.

The School Act does not define teaching duties; section 168 merely states: "Any person who is not permitted to teach pursuant to Section 73 (the section of the act relating to employing as teachers only certificated teachers) and who teaches and any board that knowingly employs that person is guilty of an offence..." A statement on teacher role is necessary to guarantee the professional services that schools offer and the security of teacher positions. The groundwork for a further role statement has been laid in a number of ATA monographs and papers, including this paper.

Resolutions Adopted by the Alberta Teachers' Association at the ARA, April 24th, 1973 (subject to verification by the official stenographer.)

CODE OF ETHICS

The 1973 ARA approved the following two clauses to be added to the Code of Ethics:

1. The teacher shall diagnose needs, prescribe and implement instructional programs and evaluate progress of students in his charge.
2. The teacher may delegate specific aspects of instructional activity to noncertificated personnel on a short-term basis only.

STANDARDS OF PROFESSIONAL CONDUCT

The 1973 ARA referred the following two resolutions for further study:

- 153A BE IT RESOLVED, that the teacher accept responsibility for ensuring that decisions affecting the educational well-being of students in his charge are made on the basis of adequate professional knowledge and in the students' best educational interests.
- 154A BE IT RESOLVED, that the teacher accept responsibility for providing his students a program of educational experiences based on adequate professional knowledge and skill and in accordance with students' best educational interests.

These two clauses were referred to Executive Council and will no doubt be considered by the Committee on Professional Conduct.

109E/73 BE IT RESOLVED, that The Alberta Teachers' Association statement of long-range policy on teachers' aides be as follows --

(1) The purpose of teachers' aides is to enable teachers to extend their professional service thus facilitating the education program.

(2) A teacher has certain responsibilities such as:
 (a) diagnosing learning needs of students; (b) prescribing educational programs for students in accordance with those needs; (c) implementing educational programs; (d) evaluating the results of the educational process; no part of which the teacher can neglect or ethically delegate to any teachers' aides.

(3) The placement of teachers' aides in a school must be at the request of the school.

(4) Teachers' aides are responsible to teachers to whom they are assigned for all actions relating to students.

(5) Deployment and assignment of duties of teachers' aides is the responsibility of the teachers in the school.

(6) The assignment of a teachers' aide must have the approval of the teacher to whom the aide is assigned and such teacher shall determine the aide's specific duties.

(7) Permitting teachers' aides to assume any professional responsibilities of teachers is educationally unsound.

110E/73 (Directive for Action)

BE IT RESOLVED, that The Alberta Teachers' Association take action to ensure that teachers' aides do not:

(a) diagnose educational needs of students, (b) prescribe remediation, (c) carry any instructional responsibility, (d) evaluate the results of instruction.

111E/73 (Directive for Action)

BE IT RESOLVED, that the Association oppose the employment of teachers' aides when such employment may affect a reduction of certificated staff.

112L/73 (Current Specific Policy)

BE IT RESOLVED, that current specific policy 10.A.23 be replaced by the following -

'BE IT RESOLVED, that The Alberta Teachers' Association recognize that noncertificated personnel may become involved in instructional activities, as resource people provided that: (a) the person has a relevant area of expertise, (b) the involvement is on a short-term basis, (c) the activity is planned, organized, supervised, and evaluated by a certificated teacher.'

120E/73 Amend policy 10.A.25 to now read.

ATA advocate that

- (1) the term teachers' aide be used to designate non-certificated personnel of all kinds who directly assist individual teachers or groups of teachers in achieving educational objectives;
- (2) specific functions and duties of teachers' aides not be defined by statute or departmental regulations;
- (3) the employment of teachers' aides be opposed while classroom-teacher ratios are in excess of 25 pupils.

ARA, April, 1973.

F. 2.

BCTF Policy on Auxiliary School Personnel

20.E.01 – That teacher aides:

1. Should perform only non-professional tasks at the direction and under the supervision of the principal and the classroom teacher, to whom they should be responsible.

2. May be required to perform such tasks as:

(a) classroom clerical duties – checking pupil attendance, securing and distributing supplies and books, collecting and recording money, marking workbooks and marking exercises that may be checked by use of an answer key, recording marks as directed;

(b) classroom assistance – such as general housekeeping, maintaining bulletin boards, setting up equipment;

(c) general assistance – such as minor first aid, assisting on field trips, operating projectors, tape recorders, record players, duplicators;

(d) preparing teacher aids – such as charts, flashcards, transparencies, stencils, tapes, pictures; and

(e) such other non-professional tasks as may be assigned.

3. Should not teach and should not be used as alternatives for:

(a) the lowering of the pupil-teacher ratio;

(b) adequate equipment;

(c) qualified professional personnel;

(d) adequate secretarial services.

(1971 AGM, p. 9)

20.E.03 – That teachers should be involved in the selection of the auxiliary school personnel with whom they are to be associated.

(1968 AGM, p. 29)

20.E.05 – That any teacher has the right to reject the services of auxiliary school personnel.

(1968 AGM, p. 29)

20.E.07 – That pre-service and in-service education is desirable for all auxiliary school personnel and for the teachers who will be involved with such personnel.

(1968 AGM, p. 29)

(January 1972 Executive, p. 4)

20.E.09 – That the cost of pre-service and in-service education programs should be borne by the local school board.

(1968 AGM, p. 30)

20.E.11 – That the BCTF should be prepared to utilize its staff in the planning and implementation of pre-service and in-service workshops for auxiliary school personnel.

(1968 AGM, p. 30)

20.E.15 – That in any school situation involving the utilization of auxiliary school personnel, adequate safeguards should be established to protect the position, status and welfare of professional teachers.

(May 1968 Executive, p. 7)

Deleted by Executive Committee, February 3 and 4, 1973:

20.E.13 – That the BCTF maintain a flexible position with respect to the determination of functions to be performed by auxiliary school personnel, and encourage trials or experiments involving the imaginative use of such personnel in our public schools.

(May 1968 Executive, p. 7)

At the February 3 and 4 Executive Committee meeting the urgent matter of large numbers of LIP grants became a priority item because of some misuse of teacher aides in some districts. The Executive felt it necessary to clarify Federation policy regarding use of teacher aides. The following motions indicate criterion and clarify the distinction between professional and non-professional tasks.

Teacher News:

Motions Regarding LIP Grants:

1. That pursuant to policy statement 20.E.01 (2e) and 20.E.01 (3) the following is considered to be a partial list of professional tasks which are not to be handled by aides: *one-to-one teaching, remedial teaching and small group teaching.*
2. That policy statement 20.E.13 be deleted (see policy overleaf).
3. That a letter from the president outlining the principal's role in using aides and carrying out BCTF policy be sent to every principal.
4. That all school boards be informed of BCTF policy on the use of aides.
5. That the Minister be informed of BCTF policy on the use of aides.
6. That the matter of LIP grants be placed on the agenda of the Representative Assembly.
7. That we protest to the Federal Department of Manpower and Immigration, through CTF, the refusal of the Vancouver Office of Manpower to supply us with a complete list of LIP grants.
8. That the president have the matter of LIP grants placed on the CTF Board of Directors' agenda.
9. That the BCTF assign a task force to re-examine its policies on use of paraprofessionals and to re-design policies on the use of university students. (Referred to LC Committee.)
10. That the local be asked to document the use and misuse of aides and report to the BCTF office as soon as possible.
11. That the locals finding evidence of misuse of aides launch a vigorous protest to the school board.
12. That the BCTF support locals who protest to boards over the misuse of aides.
13. CUPE and other unions that certify aides be informed as to our policy re the use of aides.

Who Will Teach?

There seems to be a kind of plot, however unconscious and well-meaning, to destroy the quality of instruction in the public schools. The plot is based on the premise that anyone can teach.

The policy of Manitoba teachers on the use of auxiliary personnel in schools is quite clear. Its fundamental burden is that a child's mind is a delicate thing — not to be lightly regarded. However, teachers have recently been facing increased pressures (as a result of various federal and provincial employment schemes) from some administrators and colleagues to use teacher aides of various types in open contradiction to the Society's policy that only teachers should teach. If the trend continues, there will be schools in this province where various auxiliary personnel will be teaching.

Historians teach that, while history does not repeat itself, it teaches some basic lessons of human behavior. There were times in the history of Manitoba's public schools when persons who were not teachers were teaching. The problems and concerns related to these unqualified teachers, the permit teachers of the middle and late 1940's, are reported in the Department of Education reports of the era:

- Without prejudice to the student-teacher [permit-teacher] may I say that their continuance in the same school year after year is having a very serious effect on pupils. I estimate that these pupils lose one year in three as far as program is concerned. — 1948
- In the schools under permit-teachers, pupils in the primary grades are handicapped more than the senior grades. — 1948
- Student teachers make up too large a proportion of the total. They have done their best but it is hoped that they may shortly be replaced by fully qualified teachers. — 1946
- Permit-teachers did their best but need more help than the inspector

can give them. The sooner they can be replaced by qualified teachers the better it will be for all concerned. — 1947

Today's teachers face a demanding task. While the trend in society is towards a shorter work week, the teacher's week seems to be growing longer. The elementary school teacher who frequently works beyond midnight is well known in teaching circles. It is understandable, then, that some teachers might find it hard to resist assigning teaching functions to teacher aides. However, the risk to quality instruction is great.

Manitoba teachers must be the guardians of high standards of instruction in our schools. The observers of the schools of the 1940's tell us the folly of having the unqualified teach. The Society was instrumental in the movement to upgrade teacher qualifications. Now, when over half the teachers in Manitoba schools possess at least one university degree, when there are virtually no permit teachers, when there is no shortage of qualified teachers, we face the prospect of having unqualified persons once again teaching in our schools.

The Society's policy, developed after a year of study, was approved by the 1972 annual general meeting. However, a policy on the books is no policy at all. Teachers must make the book policy implemented policy. Their decisions about how they will use teacher aides will determine the quality of classroom instruction Manitoba children will have. Will the quality be maintained and increased or do we risk a return to the type of instruction of the 1940's? A child's mind is a delicate thing, not to be lightly regarded.

The Manitoba Teachers' Society's policy with respect to the use of auxiliary personnel in the school can be found on page 12 of this issue.

MANITOBA TEACHER

'Must' Reading for Teachers

Printed below is the Society's policy on the use of auxiliary personnel.

1. The most important part of the educational system is the public school. Therefore, when economies are being effected, the last to be considered shall be those which might adversely affect the quality of education in the public school.
2. The most important element of the public school after the children is not the building or equipment but the teaching staff.
3. Academic and professional preparation improve the quality of teaching.
4. The prime function of the school is to give children the tools of learning, to help them to solve problems, to think creatively and critically and to make judgments.
5. Beyond the development of essential skills the school provides for personal and social development.
6. In using skills for personal and social development the student should relate his studies to various aspects of community life. This process can be facilitated by having adults with special knowledge and skill visit the school, as well as having students visit outside the school. Such activities shall be undertaken under the direction and control of the teacher to ensure that they are relevant to the development of the children.
7. **The use of the teacher's time can be made more effective with the assistance of auxiliary personnel, such as teacher aides, school aides, auxiliaries and volunteers. Such personnel can relieve the teacher from non-teaching tasks related to his responsibilities as a teacher. The following principles shall govern the use of such personnel: (a) They shall not perform teaching tasks such as planning, diagnosing, prescribing, instructing and evaluating. (b) They must perform their functions at all times under the supervision and direction of a member or members of the teaching staff. (c) Their assistance shall be given only to the extent and for the purposes that the teachers determine. (d) Teachers must be involved in the selection of such auxiliary school personnel with whom they are to be associated.**
8. Professional support personnel such as psychologists and social workers who work in the school must do so under the direction of the school.
9. Student teachers assigned to a school for observation and practice teaching must be under the supervision and direction of a member or members of the school staff. Student teachers shall not be used as substitute teachers.

Appendix G

Appendix G

Department of Education
Instructional Aides Registry

This is to certify that the following persons have been
employed as instructional aides by:

School District, Division, or County

at the schools and for the time periods indicated, and that
statements of duties are on file at the school and/or central
office, and are available on request.

<u>Name</u>	<u>School</u>	<u>Employment Beginning</u>	<u>Termination</u>	<u>Average Hours Per Week</u>
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Superintendent of Schools or
designated officer.

Date

(NOTE: This form is a sample. It will be necessary for your office
to reproduce it for your use. Completed forms are to be submitted
to the Department of Education as persons are employed. Addenda
may be submitted to update previous statements.)



Alberta Education

Certificated teachers and parapro-
fessionals: a statement of issues and
proposals for policy development